Manual do formando

Inglês Básico

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UNIDADE 1

Objectivos

Esta primeira unidade tem por objectivo dar a conhecer os conceitos básicos relacionados com os pronomes pessoais, o verbo “to be” usado nas formas afirmativa, negativa e interrogativa, o verbo “to have” no Present Simple. Em termos de vocabulário, é feita uma abordagem acerca da família, cumprimentos e apresentações das pessoas, países e nacionalidades.

| Tópicos

- PERSONAL PRONOUNS & FAMILY VOCABULARY;
- VERB TO BE & GREETINGS AND INTRODUCTIONS;
- VERB TO HAVE & COUNTRIES AND NATIONALITIES.

1.1 PERSONAL PRONOUNS AND VOCABULARY RELATED TO FAMILY

| Tópicos

1.1.1 Compreender os equivalentes dos pronomes pessoais em português e inglês e a sua colocação na frase.

1.1.2 Compreender vocabulário acerca da família.

1.1.3 Exercícios de consolidação.

1.1.1 COMPREENDER OS EQUIVALENTES DOS PRONOMES PESSOAIS EM PORTUGUÊS E INGLÊS E A SUA COLOCAÇÃO NA FRASE.

Vamos começar por conhecer os equivalentes em inglês dos pronomes pessoais em português:

Eu	**I**
Tu	**You**
Ele	**He**
Ela	**She**
Ele/ela (objecto)	**It**
Nós	**We**
Vós	**You**
Eles/elas	**They**

PERSONAL PRONOUNS / PRONOMES PESSOAIS

A colocação dos pronomes pessoais na frase dá-se no início da mesma:

I have a dog.	Eu tenho um cão.
You are my brother.	Tu és meu irmão.

O pronome pessoal tem que concordar com o verbo, apesar de os verbos ingleses, salvo os auxiliares, não variarem, excepto na terceira pessoa do singular.

I eat oranges.	Eu como laranjas.
You eat apples.	Tu comes maçãs.

O pronome "it" (3ª pessoal do singular) utiliza-se para objectos e também animais, embora com estes últimos também se possa utilizar "he" (ele) ou "she" (ela).

I have a car. It is red.	Eu tenho um carro. Ele é vermelho.

1.1.2 COMPREENDER VOCABULÁRIO ACERCA DA FAMILIA

FAMÍLIA / FAMILY

Pais - Parents	Avós - Grandparents
Pai - Father	Mãe - Mother
Marido - Husband	Esposa – Wife
Irmão - Brother	Irmã - Sister
Filho - Son	Filha - Daughter
Avô - Grandfather	Avó - Grandmother
Neto - Grandson	Neta - Granddaughter
Tio - Uncle	Tia - Aunt
Sogro - Father-in-law	Sogra - Mother-in-law
Genro - Son-in-law	Nora - Daughter-in-law
Cunhado - Brother-in-law	Cunhada - Sister-in-law
Primo - Cousin	Prima - Cousin
Sobrinho - Nephew	Sobrinha - Niece

1.1.3 EXERCÍCIOS DE CONSOLIDAÇÃO

 | Exercise 1

Fill in the correct personal pronoun into the gaps. The words in brackets tell you which you should use.

Example:	___ often reads books. *(Peter)*
Answer:	He often reads books.

1. ☐ is reading a book. ***(Willy)***
2. ☐ is green. ***(The blackboard)***
3. ☐ are on the wall ***(The posters)***
4. ☐ is running. ***(The dog)***
5. ☐ are watching TV. ***(My mother and I)***
6. ☐ are in the garden. ***(The flowers)***
7. ☐ is riding his bike. ***(Tom)***
8. ☐ are dirty. ***(Robin's shoes)***
9. ☐ has got a brother. ***(Diana)***

| Exercise 2

Substitute the underlined words with the correct personal pronoun.

1. The girl likes cats

_______ likes cats

2. The tree is very tall

_______ is very tall

3. She and I are eating an ice cream

_______ are eating an ice cream

4. The children are happy

_______ are happy.

5. The man was walking
_____ was walking.
5. My father and I are going to the park
_________ are going to the park.
6. The woman is happy.
______ is happy.
7. The apples are nice.
______ are nice.
8. The car is beautiful.
_______ is beautiful.
9. My sister is 9 years old
______ is 9 years old.
10 The bicycle is red.
______ is red.

| Exercise 3

Members of a family (male / female). Write down the term for the opposite sex.

1. mother - ________
2. brother - _______
3. son - ________
4. uncle - _______
5. grandmother - _______
6. granddaughter - _______
7. nephew - _______
8. wife - _______
9. mother-in-law – _____
10. cousin - _____

| Exercise 4

Scrambled letters: Find the correct words

Example: horadgmthner – **grandmother**

1. necul - ___________
2. nriachgdld - ________
3. agdtuerh - _______
4. rsesit - _________
5. mroeht - _______
6. nuta - _______
7. rotberh - _______
8. osn - ______

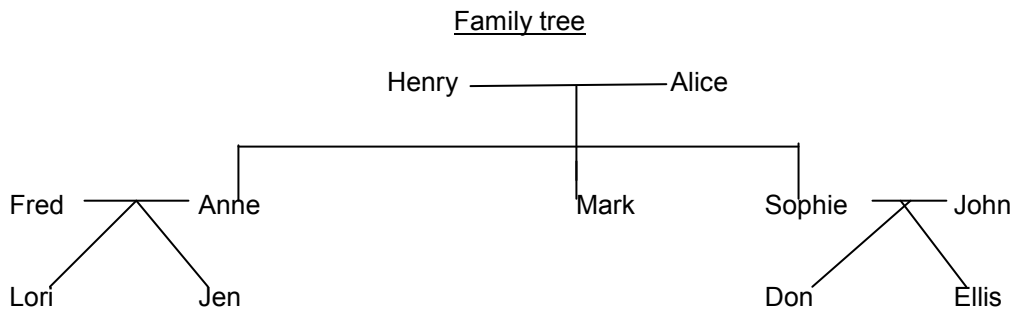
I Exercise 5

Look at the family tree and choose the correct option.

Family tree

Henry — Alice

Fred — Anne   Mark   Sophie — John

Lori   Jen   Don   Ellis

1. Henry and Alice are Lori and Jen's ____________

a) sisters b) parents c) grandparents

2. Don and Ellis are ___________

a) brother and sister b) husband and wife c) grandparents

3. Fred is an __________ of Don and Ellis

a) aunt b) uncle c) father

4. Sophie and John are the __________ of Don and Ellis.

a) grandparents b) uncles c) parents

5. Henry is the __________ of Lori, Jen, Don and Ellis.

a) uncle b) cousin c) grandfather

1.2. VERB "TO BE", GREETINGS AND INTRODUCTIONS

| Tópicos

1.2.1 Compreender o verbo "to be" em português e Inglês no presente simples nas formas afirmativa, negativa e interrogativa.

1.2.2 Compreender vocabulário acerca de cumprimentar e apresentar pessoas.

1.2.3 Exercícios de consolidação.

1.2.1 COMPREENDER O VERBO "TO BE" EM PORTUGUÊS E INGLÊS NO PRESENTE SIMPLES NAS FORMAS AFIRMATIVA, NEGATIVA E INTERROGATIVA.

VERB "TO BE"

O verbo **"to be"** em inglês é equivalente aos verbos "ser" e "estar" em português. A conjugação deste verbo no Presente do Indicativo (Simple Present) é a seguinte:

Simple Present do verbo "to be" *(Afirmativa)*

Eu sou/estou	**I am**
Tu és/estás	**You are**
Ele/ela é/está	**He\she\it is**
Nós somos/estamos	**We are**
Vós sois/estais	**You are**
Eles/elas são/estão	**They are**

É costume utilizar contracções destas formas:

I am	**I'm**
You/we/they are	**You're\we're\they're**
He/she/it is	**He's\she's\it's**

O verbo "to be" pode ser utilizado como um verbo comum e, nesse caso, serve para dar informações acerca do sujeito da frase:

I am old.	Eu sou/estou velho.
The car is red.	O carro é vermelho.
It is cold.	Está frio.

Simple Present do verbo "to be" *(Negativa)*

	I am not
	You are not
	He/she/it is not
	We are not
	You are not
	They are not

As contracções destas formas são as seguintes:

	I'm not
	You/we/they aren't
	He/she/It isn't

Simple Present do verbo "to be" *(Interrogativa)*

Sou/Estou eu?	**Am I?**
És/Estás Tu?	**Are you?**
É/Está ele/ela?	**Is he\she\it?**
Somos/Estamos nós?	**Are we?**
Sois/Estais vós?	**Are you?**
São/Estão eles/elas?	**Are they?**

1.2.2 COMPREENDER O VOCABULÁRIO ACERCA DE CUMPRIMENTAR E APRESENTAR PESSOAS.

VOCABULARY: GREETINGS AND INTRODUCTIONS

Todos os dias:
Good morning – Bom dia
Good afternoon – Boa tarde
Good evening – Boa noite
Good night – Boa noite (mas quando se vai dormir)
Sleep well – Boa noite (quando vai dormir)

Cumprimentar e perguntar como estás:
Hello/hi – Olá
How are you? – Está tudo bem contigo?
I'm fine thanks. And you? – Estou bem, obrigado. E tu?
Not too bad, thanks. – Nada mal, obrigada

Despedir-se:
Goodbye/bye – Adeus
See you soon! – Até logo (informal)

Se pedir alguma coisa diz-se:
Please – Se faz favor

Agradecer:
Thank you – Obrigado
Cheers – "Chin, chin"/ à nossa
Excuse me – Perdão/Com licença
Sorry – Peço desculpa
Bless you – Santinho/Viva (quando espirrar)

Dias especiais:
Happy Birthday – Parabéns
Merry/Happy Christmas – Feliz Natal
Happy New Year – Feliz Ano Novo
Good luck – Boa sorte
Congratulations/Well done – Muito bem / Parabéns (quando alguém fez alguma coisa em especial como um bom exame, um novo emprego)

1.2.3 EXERCÍCIOS DE CONSOLIDAÇÃO

I Exercise 1

Complete with "are" or "is".

1. The cook............ in the kitchen.
2. English............. an easy language.
3. They................ in that hotel.
4. The car............. in the garage.
5. The tourists......... on the bus and ready to go.
6. They................ Spanish, from Toledo.
7. He.................. at the concert this evening.
8. He.................. musician and plays several instruments.
9. Mr. Jones............ in a bad temper.
10. You ……….. very young!

I Exercise 2

Fill in the gaps with the correct form of the verb to be.

Example: I'*m not* English, I'm Portuguese.

1. Where _____ you from?
2. Vienna _____ in Austria.
3. I_____ hungry. Let's have lunch.
4. Lisbon ______ in Spain.
5. _____ she 15 years old?
6. English _____ boring! It's interesting!
7. They ______ very happy. They are crying.
8. We ______ tired. We're going to bed.

I Exercise 3

How would you answer?

Example: A: Hello!
B: <u>Hi!</u>

1 a: (sneezes) Atchooo!
b: ____________
2 a: It's my birthday today.
b: _______________
3 a: How are you?
b: ______________
4 a: I passed my exam!
b: _______________
5 a: Goodbye!
b: ____________

I Exercise 4

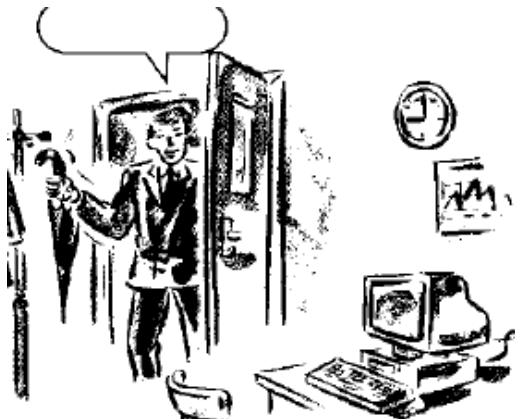
What is the person saying in the pictures?

____

____

____

____

____

Speaking exercise:

Introduce the person sitting next to you and have a simple conversation with him

Ex: Hi, my name is …… What is your name?

It's my birthday today…

……

1.3. VERB “TO HAVE”, IDENTIFYING NATIONALITIES AND COUNTRIES

| Tópicos

1.3.1 Compreender o verbo “to have” em português e inglês no presente simples.

1.3.2 Compreender vocabulário acerca de países e nacionalidades.

1.3.3 Exercícios de consolidação.

1.3.1 COMPREENDER O VERBO “TO HAVE” EM PORTUGUÊS E INGLÊS NO PRESENTE SIMPLES

VERB “TO HAVE"

O verbo “to have” em inglês é equivalente aos verbos “haver" e “ter” em português. A conjugação deste verbo no Presente do Indicativo (Simple Present) é a seguinte:

Simple Present do verbo “to have”

Eu tenho/estou	I have
Tu tens	You have
Ele/ela tem	He/she/it has
Nós temos	We have
Vós tendes	You have
Eles/elas têm	They have

Como contracções destas formas, utilizamos:

I/you/we/they have	I’ve/you’ve/they’ve
He/she/it has	He’s/she’s/it’s

O verbo “to have” pode ser utilizado como um verbo comum e, nesse caso, com o significado “ter”.

Eu tenho um carro.	I have a car.

1.3.2 COMPREENDER O VOCABULARIO DE PAÍSES E NACIONALIDADES

COUNTRIES AND NATIONALITIES

	Country (País)	**Nationality (Nacionalidade)**
Uma sílaba		
	France	French
	Greece	Greek
Terminados em *–ish*		
	Britain	British
	Denmark	Danish
	Finland	Finnish
	Poland	Polish
	Spain	Spanish
	Sweden	Swedish
	Turkey	Turkish
Terminados em *–an*		
	Germany	German
	Mexico	Mexican
	The United States	American
Terminados em *–ian* or *–ean*		
	Australia	Australian
	Brazil	Brazilian
	Egypt	Egyptian
	Italy	Italian
	Hungary	Hungarian
	Korea	Korean

	Russia	Russian
Terminados em –*ese*		
	China	Chinese
	Japan	Japanese
	Portugal	Portuguese
Excepção		
	The Netherlands	Dutch
	Switzerland	Swiss

1.3.3 EXERCÍCIOS DE CONSOLIDAÇÃO

I Exercise 1

Fill in the gaps with have or has.

1. The boy .... a dog.

2, The girl .... a doll.

3. They .... a football match on Saturday afternoon.

4. The woman .... a cup of tea everyday.

5. The girl .... a new dress for the party.

6. We .... a holiday in August.

7. Mr. Jones and Mrs. Jones............. a bad temper.

8. You .... a nice smile.

I Exercise 2

Using the Simple Present tense, fill in the blanks with the correct forms of the verb to have.

For example:

I ____ a pen.

I have a pen.

He ___ two pencils.

He has two pencils.

1. I _______ many books.
2. You _______ an apartment.
3. He _______ a bicycle.
4. We _______ fun.
5. They _______ two sleds.
6. She _______ milk in her tea.
7. I _______ a warm sweater.
8. We _______ breakfast at eight o'clock.
9. He _______ an alarm clock.
10. They ________ a sense of humor.

I Exercise 3

Click the answer button to see the correct answer.

1. Tom is from Berlin. His nationality is ___.
   a. Germany
   b. German
   c. Dutch

2. Anna is from Leningrad. Her nationality is ___.
   a. France
   b. French
   c. Russian

3. David is from New York. His nationality is ___.
   a. Mexican
   b. American
   c. Canadian

4. Sarah is from London. Her nationality is ___.
   a. British
   b. Irish
   c. Scottish

5. Nicole is from Paris. Her nationality is ___.
   a. France
   b. French
   c. English

6. Carlos is from Madrid. His nationality is ___.
   a. French
   b. Italian
   c. Spanish

7. Donald is from Geneva. His nationality is ___.
   a. Switzerland
   b. Austrian
   c. Swiss

8. Bruce is from Sydney. His nationality is ___.
   a. British
   b. Australian
   c. Austrian

9. Keiko is from Tokyo. Her nationality is ___.
   a. Chinese
   b. Korean
   c. Japanese

10. Dewa is from Jakarta. His nationality is ___.
    a. Japanese
    b. Indonesian
    c. Indian

11. He's from Athens. He's ______.
    a. Greek
    b. Dutch
    c. French

12. He's from Milan. He's ______.
    a. Italian
    b. German
    c. Australian

13. He's from Brussels. He's ______
    a. English
    b. Belgian
    c. Swiss

14. He's from Rio de Janeiro. He's ______.
    a. Greek
    b. Dutch
    c. Brazilian

15. He's from Amsterdam. He's ______
    a. Dutch
    b. Belgian
    c. Canadian

I Exercise 4

Write down in English

1: The name of your country. ______________________

2. The names of the countries next to your country. ________________________________

3. The name of any other country which are important for your country ____________________

4. The name of your language. ______________________

5. In which countries have you been ____________________________________

I Exercise 5

Which countries are these? Write down their names underneath them.

Brazil / Russia / Spain / Sweden

____

____

____

____

UNIDADE 2

Objectivos

Esta unidade tem por objectivo dar a conhecer os conceitos básicos relacionados com os artigos demonstrativos e indefinidos, o plural e os adjectivos possessivos. Ao nível do vocabulário, é feita uma abordagem relativa aos números e às coisas que as pessoas usam no seu dia-a-dia.

| Tópicos

- DEMONSTRATIVE PRONOUNS, INDEFINITE ARTICLES, PLURAL SPELLING & VOCABULARY: THINGS PEOPLE CARRY
- POSSESSIVE ADJECTIVE, POSSESSIVE CASE & NUMBERS

2.1. DEMONSTRATIVE PRONOUNS, INDEFINITE ARTICLES, PLURAL SPELLING & VOCABULARY: THINGS PEOPLE CARRY

| Tópicos

2.1.1. Compreender a utilização dos pronomes demonstrativos
2.1.2. Compreender a utilização dos artigos indefinidos
2.1.3. Compreender vocabulário relacionado com o que as pessoas usam
2.1.4. Compreender a formação do plural
2.1.5. Exercícios de consolidação

2.1.1. Compreender a utilização dos pronomes demonstrativos

DEMONSTRATIVE PRONOUNS / PRONOMES DEMONSTRATIVOS

this	este, esta, isto
that	esse, essa, isso, aquilo, aquela, aquele, aquilo
these	estes, estas
those	aqueles, aquelas

1. This is (dis is) utiliza-se para pessoas ou coisas **próximas** de nós. Neste exemplo, a seta curta indica proximidade: → Michael: **This** is Michael.

2. That is (dat is) utiliza-se para pessoas ou coisas **afastadas** de nós. Neste exemplo, a seta mais comprida indica afastamento: ⟶ Jennifer: **That** is Jennifer.

3. Contracções: **that is = that's**. Não é possível contrair **this is**.

4. These are (dí:s ár) utiliza-se para indicar duas ou mais pessoas ou coisas **próximas** de nós. Neste exemplo, a seta curta indica proximidade: → Michael and Jennifer: **These are** Michael and Jennifer.

5. Those are (dóus ar) utiliza-se para indicar duas ou mais pessoas ou coisas **afastadas** de nós. Neste
exemplo, a seta comprida indica afastamento: ⟶ Jennifer and Sarah: **Those are** Jennifer and Sarah.

2.1.2. Compreender a utilização dos artigos indefinidos

INDEFINITE ARTICLES – ARTIGOS INDEFINIDOS

SINGULAR		PLURAL	
a/an	um, uma	**some**	uns, umas, alguns, algumas

Não se surpreenda por ambos os artigos terem o mesmo significado e por não terem plural. Leia com atenção:

1. Antes de palavras que **começam por consoante** utiliza-se o artigo indefinido ou indeterminado **a** cujo significado é "um, uma".

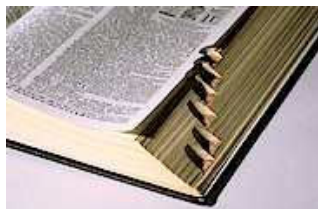
2. Antes de palavras que **começam por vogal** utiliza-se, regra geral, o artigo indefinido ou indeterminado **na,** cujo significado é também "um, uma".
Não devemos confundir palavras que comecem com fonética vogal com palavras que comecem com uma vogal. Existem palavras em que a primeira letra é consoante, mas o artigo a acompanhá-la será *an*, assim como palavras que começam com uma letra vogal, mas que exige o artigo **a**, pois o som não é vogal. Veja um exemplo de cada: It'll take *an* hour for us to get there. Turn right when you see *a* university.

3. Em geral, não se traduzem para inglês os artigos "uns, umas". Ex: Isto é um livro, This is a book; Isto são uns livros, These are books.

4. Contudo, se necessitar expressar o plural dos artigos indefinidos **a** ou **an**, pode utilizar a palavra **some** (*sám*) que significa "uns/umas, alguns/algumas". Ex: This is **a** book (Isto é um livro) – These are **some** books (Isto são uns/alguns livros); That is **an** eraser (Aquilo é uma borracha) – Those are **some** erasers (Aquelas são umas/algumas borrachas).

A This is a book.
Isto é um livro.

B This is an English book.
Isto é um livro de Inglês.

C This is a notebook.
Isto é um caderno.

D This is an eraser.
Isto é uma borracha.

E This is a dictionary.
Isto é um dicionário.

F This is an umbrella.
Isto é um guarda-chuva.

1. Em frases negativas, para pessoas ou coisas próximas, utiliza-se **this is not** ou a contracção **this isn't**. Para fazer perguntas, utiliza-se **Is this?**

2. Em frases negativas, para pessoas ou coisas afastadas, utiliza-se **that is not** ou a contracção **that isn't.** Para fazer perguntas, utiliza-se **Is that?**

3. Embora normalmente surjam antes de um substantivo, mais à frente veremos que tanto **this** como **that** podem utilizar -se afastados, sem o verbo.

2.1.3. Compreender o Vocabulário relacionado com o que as pessoas usam

THINGS PEOPLE CARRY - OBJECTOS QUE AS PESSOAS USAM

a hairbrush
uma escova

an address book
uma agenda

a comb
um pente

a wallet
uma carteira

a driver's license
uma carta de condução

credit cards
cartões de crédito

keys
chaves

pens
canetas

glasses/eyeglasses
óculos

2.1.4. Compreender a formação do plural

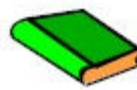
1. Como regra geral, para formar o plural de uma palavra acrescenta-se -s: pen – pens (canetas); key – keys (chaves).

2. As palavras terminadas em -s, -ss, -sh, -ch e -x formam plural acrescentando -es: bus – buses (autocarros); glass – glasses (óculos); brush – brushes (escovas); church – churches (igrejas); box – boxes (caixas).

3. As palavras terminadas em -y precedido de consoante mudam para -ies: dictionary – dictionaries (dicionários); baby – babies (bebés); mas também há excepções: as terminadas em -y precedido de vogal (-ay, -ey, -oy, -uy) formam o plural regularmente: day – days (dias); monkey – monkeys (macacos); boy – boys (rapazes); guy – guys (tipos).

4. As palavras terminadas em -f ou -fe mudam para -ves: wolf – wolves (lobos); knife – knives (facas); wife – wives (esposas). O som /s/ do singular muda para /z/ no plural.

5. Por fim, existem outros plurais irregulares (mudam totalmente) e que é melhor memorizar: man (homem) – men (homens); woman (mulher) – women (mulheres); child (criança) – children (crianças); foot (pé) – feet (pés); tooth (dente) – teeth (dentes); mouse (rato) – mice (ratos);

2.1.5. Exercícios de consolidação

I Exercise 1

Complete the following sentences with a or an.

1. _____ bingo game
2. _____ idiot
3. _____ good job
4. _____ rotten plum
5. _____ used fork
6. _____ uncle
7. _____ historian
8. _____ apple
9. _____ opera
10. _____ earthquake
11. _____ television
12. _____ table
13. _____ plant
14. _____ airplane
15. _____ idea

I Exercise 2

Write the correct option: This is / That is / This isn't / That isn't

1. → *This is* a book.
2. → ____________ an umbrella.
3. → ____________ a dictionary.
4. → ____________ an eraser.
5. → ____________ a notebook.
6. → ____________ an umbrella.
7. → ____________ an eraser.
8. → ____________ a book.

I Exercise 3

Write the following words in the plural:

dress (vestido)		**leaf** (folha)	
ice (gelo)		**city** (cidade)	
boat (barco)		**sandwich** (sanduíche)	
actress (actriz)		**holiday** (dia de férias, feriado)	
nurse (enfermeira/o)		**umbrella** (guarda-chuva)	
bus (autocarro)		**language** (idioma)	
gentleman (cavalheiro)		**watch** (relógio)	
businesswoman (executiva)		**country** (campo)	
grandchild (neto)		**flower** (flor)	
address (morada)		**family** (família)	

I Exercise 4

Write the following sentences in the plural. Don’t use some.

a. This is an address book (Isto é uma agenda)

___

(Estas são agendas)

b. That is a watch. (Aquilo é um relógio)

___

(Aqueles são relógios)

c. This is a leaf. (Isto é uma folha)

___

(Estas são folhas)

d. That is a gentleman. (Aquele é um cavalheiro)

___

(Aqueles são cavalheiros)

e. This is a baby. (Este é um bebé)

___

(Estes são bebés)

2.2. POSSESSIVE ADJECTIVE, POSSESSIVE CASE & NUMBERS

| Tópicos

2.2.1.Compreender o adjectivo possessivo

What's your name? Como se chama?
My name is ... O meu nome é...

What's **your** name? **My** name is Jennifer.	What's **his** name? **His** name is Michael.	What's **her** name? **Her** name is Nicole.

1. My (meu, meus), **your** (teu, teus, seu, seus), **his** (seu, seus, para pessoas de sexo masculino) e **her** (sua, suas, para pessoas de sexo feminino) indicam posse.

2. Os adjectivos possessivos no plural são os seguintes: (**our**, **your** e **their**), ou seja, para duas ou mais pessoas ou coisas. Recorde que todos os adjectivos possessivos são **sempre** colocados **antes** do substantivo ou da frase substantivada que modificam.

POSSESSIVE ADJECTIVES / ADJECTIVOS POSSESSIVOS

my - meu, meus

your - teu, teus, seu, seus

his - seu, seus (dele)

her - sua, suas (dela)

our - nosso, nossa, nossos, nossas (de nós)

your - vosso, vossa, vossos, vossas (de vocês)

their - seu, seus (deles ou delas)

2.2.2. Compreender o caso possessivo em inglês

Eis uma situação gramatical nova e muito útil. Vamos procurar explicá-la o melhor possível, para que seja simples aprendê-la:

POSSESSIVE CASE / CASO POSSESSIVO

Quando em português queremos dizer que uma pessoa (MIKE) possui algo (O LIVRO), dizemos: O LIVRO DO MIKE.			
Novamente:	**O LIVRO**	**DO**	**MIKE**
Apliquemos **1** à coisa possuída (livro), **2** à preposição de ligação e **3** ao possuidor (Mike):	**1**	**2**	**3**
Em inglês... funciona ao contrário.			
Simplesmente substituímos a proposição de ligação por **'s** (de) e **não utilize artigos** com a coisa possuída:	**MIKE** **3**	**'S** **2**	**BOOK** **1**

This is my umbrella.	Este é o **meu** guarda-chuva.
This is your book.	Este é o **teu** livro.
This is our classroom.	Esta é a **nossa** sala de aula.
These are Robert's keys.	Estas são as chaves **do Robert**.
These are his keys.	Estas são as chaves **dele**.
These are Sarah's glasses.	Estes são os óculos **da Sarah**.
These are her glasses.	Estes são os óculos **dela**.
Mrs. Lee is Katherine and Daniel's teacher.	A Sra. Lee é a professora **da Katherine e do Daniel**.
She is their teacher.	Ela é a professora **deles**.

2.2.3. Compreender os números

NUMBERS / OS NÚMEROS

0	1	2	3	4	5	6	7	8	9	10
zero (oh)	one	two	three	four	five	six	seven	eight	nine	ten

1. Em inglês, o **0** (zero) pode dizer-se **zero** ou **oh**. Ex: 9**0**67 = "nine-**zero**-six-seven" ou "nine-**oh**-six-seven".
2. Quando se trata de um número de telefone, caso se repitam dois números (um a seguir ao outro), utiliza-se a palavra **double** (*dábl*) seguida do número. Ex: 555-3**88**2 = five-five-five, three-**double-eight**-two.

11	eleven		21	twenty-one		40	forty
12	twelve		22	twenty-two		50	fifty
13	thirteen		23	twenty-three		60	sixty
14	fourteen		24	twenty-four		70	seventy
15	fifteen		25	twenty-five		80	eighty
16	sixteen		26	twenty-six		90	ninety
17	seventeen		27	twenty-seven		100	one hundred
18	eighteen		28	twenty-eight		101	one hundred and one
19	nineteen		29	twenty-nine		102	one hundred and two
20	twenty		30	thirty		500	five hundred

2.2.4 Exercícios de consolidação

 I Exercise 1

Circle the correct option

1. Their / Her names are Sam and Michael.
2. My / Its teacher is English.
3. His / Its name is the London School of English.
4. Our / We family is from Spain.
5. They're / Their class is in room 2.
6. This is your / its teacher.

I Exercise 2

Write the sentences in English using the possessive case

1. O relógio do Robert.

___

2. Os óculos da Sarah.

___

3. Este é o guarda-chuva da Alice.

___

4. Estas são as chaves do Mike.

___

5. Este é o bebé do Daniel?

___

I Exercise 3

Write the following phone numbers in words

1. 4832 5067

___

2. 5541 2332

___

3. 2465 1054

___

4. 9251 6628

___

I Exercise 4

Follow the example

Example:

1. 10 + 6 = *sixteen*______

2. 5 + 10 = ________________

3. 11 + 10 = _______________

4. 14 + 12 = ___________________

5. 8 + 9 = _____________________

6. 7 + 7 = ____________________

7. 15 + 13 = _____________________

8. 17 + 20 = _____________________

9. 22 + 17 = ____________________

10. 29 + 30 = ______________________

11. 100 + 430 = ______________________

12. 202 + 600 = _________________________

UNIDADE 3

Objectivos

Esta unidade tem por objectivo dar a conhecer os conceitos básicos relacionados com o artigo definido e as expressões de tempo e aborda vocabulário específico como os dias da semana, os meses e as estações do ano.

| Tópicos

- DEFINITE ARTICLE & DAYS OF THE WEEK, MONTHS AND SEASONS
- ORDINAL NUMBERS, DATES & TIME EXPRESSIONS

3.1. DEFINITE ARTICLE & DAYS OF THE WEEK, MONTHS AND SEASONS

| Tópicos

3.1.1. Compreender a utilização do artigo definido.

3.1.2. Compreender os dias da semana

3.1.3. Compreender os meses do ano

3.1.4. Compreender as estações do ano

3.1.5. Exercícios de consolidação

3.1.1. COMPREENDER A UTILIZAÇÃO DO ARTIGO DEFINIDO

DEFINITE ARTICLE / ARTIGO DEFINIDO	
the	o, a, os, as

Este artigo tem uma forma única e utiliza-se tanto para o masculino como para feminino, neutro, singular e plural.

1. Antes de palavras que **comecem por consonante**, pronuncia-se /**de**/.

Ex: The book (**de** búk), O livro; The books (**de** búks), Os livros; The key (**de** kí), A chave; The keys (**de** kís), As chaves.

2. Antes de palavras que **comecem por vogal**, pronuncia-se /**di**/. Ej.: The umbrella (**di** ambréla), O guarda-chuva; The eraser (**di** eréiser), A borracha.

3. Os nomes de países não levam o artigo **the** caso sejam singulares; apenas se forem plurais. Não dizemos "~~**the**~~ Argentina" mas sim Argentina; contudo, dizemos "**the** United States", os Estados Unidos.

3.1.2. COMPREENDER OS DIAS DA SEMANA

DAYS OF THE WEEK / DIAS DA SEMANA

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Domingo	Segunda-feira	Terça-feira	Quarta-feira	Quinta-feira	Sexta-feira	Sábado

ACERCA DOS DIAS DA SEMANA:

1. Em inglês, os dias da semana escrevem-se com MAIÚSCULA.

2. Para dizer *na Segunda-feira*, *na Terça-feira*, etc. em inglês coloca-se a preposição **on** antes do dia da semana: **on Monday**, **on Tuesday**, etc.

3. Para dizê-lo no plural, ou seja: *às Segundas-feiras*, *às Terças-feiras*, etc., para além de usar a preposição **on** antes, devemos pluralizar o dia: **on Mondays**, **on Tuesdays**, etc.

4. O período de Segunda a Sexta denomina-se **weekdays** (uík-déis), *semana de trabalho*; sábado e domingo, **weekend** (uíkend), *fim-de-semana*.

3.1.3. COMPREENDER OS MESES DO ANO

MONTHS OF THE YEAR / MESES DO ANO

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Janeiro	Fevereiro	Março	Abril	Maio	Junho
JULY	**AUGUST**	**SEPTEMBER**	**OCTOBER**	**NOVEMBER**	**DECEMBER**
Julho	Agosto	Setembro	Outubro	Novembro	Dezembro

SOBRE OS MESES DO ANO:

Não esqueça que, em inglês, os meses escrevem-se com MAIÚSCULA

3.1.4. COMPREENDER AS ESTAÇÕES DO ANO

AS ESTAÇÕES DO ANO: ALGO PARA RECORDAR:

1. Para se referirem ao Autono, os americanos usam o substantivo **FALL** (*fól*), enquanto os ingleses usam **AUTUMN** (*ótom*).

2. Em inglês britânico, os nomes das estações do ano costumam escrever-se com inicial maiúscula
e sem o artigo definido **the**. Ex: a Primavera, ~~**the**~~ **S**pring. Por seu lado, em inglês americano, mais informal, escrevem-se geralmente com inicial minúscula, aceitando-se o artigo **the**: Ex: no Verão, in **the s**ummer.

3.1.5. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Write the correct day of the week

a) What day is before Saturday? ______________________

b) What day is after Wednesday? _____________________

c) What day is after Sunday? _________________________

d) What day is before Tuesday? ______________________

e) What day is two days after Thursday? _______________

f) What day is before Monday? ______________________

g) What day is after Monday? ______________________

h) What day is before Thursday? _____________________

i) What is the first day of the week? ___________________

j) What day does school begin? ______________________

| Exercise 2

Write the correct month of the year

a) What month comes after November? ____________________

b) What month comes before August? _____________________

c) What month comes after May? __________________________

d) What month becomes before February? ____________________

e) What month comes after March? ______________________

f) What month comes before September? ___________________

g) What month comes after October? ____________________

h) What month comes before June? _______________________

i) What month comes after December? _______________________

j) What month comes before July? ____________________

3.2. ORDINAL NUMBERS, DATES & TIME EXPRESSIONS

3.2.1.COMPREENDER OS NÚMEROS ORDINAIS

ORDINAL NUMBERS/ OS NÚMEROS ORDINAIS

1st	**first**	primeiro	**11th**	**eleventh**	décimo primeiro
2nd	**second**	segundo	**12th**	**twelfth**	décimo segundo
3rd	**third**	terceiro	**13th**	**thirteenth**	décimo terceiro
4th	**fourth**	quarto	**14th**	**fourteenth**	décimo quarto
5th	**fifth**	quinto	**15th**	**fifteenth**	décimo quinto
6th	**sixth**	sexto	**16th**	**sixteenth**	décimo sexto
7th	**seventh**	sétimo	**17th**	**seventeenth**	décimo sétimo
8th	**eighth**	oitavo	**18th**	**eighteenth**	décimo oitavo
9th	**ninth**	nono	**19th**	**nineteenth**	décimo nono
10th	**tenth**	décimo	**20th**	**twentieth**	vigésimo

21st	**twenty-first**	vigésimo primeiro	**31st**	**thirty-first**	trigésimo primeiro
22nd	**twenty-second**	vigésimo segundo	…	…	…
23rd	**twenty-third**	vigésimo terceiro	**40th**	**fortieth**	quadragésimo
24th	**twenty-fourth**	vigésimo quarto	**50th**	**fiftieth**	quinquagésimo
25th	**twenty-fifth**	vigésimo quinto	**60th**	**sixtieth**	sexagésimo
26th	**twenty-sixth**	vigésimo sexto	**70th**	**seventieth**	septuagésimo
27th	**twenty-seventh**	vigésimo sétimo	**80th**	**eightieth**	octagésimo
28th	**twenty-eighth**	vigésimo oitavo	**90th**	**ninetieth**	nonagésimo
29th	**twenty-ninth**	vigésimo nono	**100th**	**hundredth**	centésimo
30th	**thirtieth**	trigésimo			

ACERCA DOS NÚMEROS ORDINAIS:

1. Formam-se geralmente acrescentando **th** (**/z/**) ao número cardinal correspondente: **seven** (*sete*) – **seventh** (*sétimo*).

2. Existem algumas excepções: **first**, **second**, **third**, **fifth**, **eighth**, **ninth**, **twelfth**, **twentieth**, **thirtieth**, etc.

3. O número ordinal é normalmente precedido do artigo determinado **the**, o qual deve ler-se sempre: **Elizabeth II** – **Elizabeth the Second**.

4. As fracções lêem-se como em português: **a sixth** (*um sexto*), **two sixths** (*dois sextos*), etc.

5. Diz-se indistintamente **part one** ou the **first part** (*parte um* ou *primeira parte*); **lesson ten** ou **tenth lesson** (*lição dez* ou *décima lição*).

3.2.2. COMPREENDER A FORMA DE DIZER AS DATAS

DATES / AS DATAS

SOBRE AS DATAS:

WHAT'S THE DATE? (Qual é a data?) - IT'S MAY 1ST. 1995

Lê-se: May the first ou então the first of May. O ano lê-se nineteen ninety-five ou então nineteen-hundred and ninety-five.

TENHA EM ATENÇÃO O SEGUINTE:

1. O dia do mês expressa-se sempre com ordinais e o artigo the lê-se normalmente.

2. O ano costuma ler-se como se fossem dois números de dois algarismos cada.

3. A seguir ao número do dia, escrevem-se as DUAS ÚLTIMAS letras do número ordinal.

REPARE: May 1st, May 2nd, May 3rd ... May 11th, May 12th, May 13th ... May 21st, May 22nd, May 23rd ... May 31st.

4. Os norte-americanos costumam reduzir a data com o MÊS ANTES: 6/10 para dizer June 10th. Isto por vezes confunde os europeus, já que na Europa 6/10 significaria Outubro 6.

3.2.3. COMPREENDER AS EXPRESSÕES DE TEMPO

TIME EXPRESSIONS/ EXPRESSÕES DE TEMPO

TENHA MUITO CUIDADO COM O USO DAS PREPOSIÇÕES!

1. A hora é sempre precedida de at: at two (às 2); at midnight (à meia-noite); at noon (ao meio-dia).

2. O dia da semana (com ou sem data) é precedido de on: on Monday (na Segunda-feira); on April 1st (no dia 1 de Abril); on your birthday (no dia do teu aniversário); on Christmas Day (no dia de Natal).

3. Os meses, as estações do ano, anos e séculos são precedidos de in: in June (em Junho); in Summer

(no Verão); in 1950 (em 1950); in the year 1950 (no ano de 1950); in the nineteenth century (no século dezanove).

4. Atente no significado das formas plurais: on Mondays (às Segundas-feiras, todas as Segundas-feiras); on Monday evenings (às Segundas à noite, todas as Segundas à noite); on Winter evenings (nas noites de Inverno).

5. Repare agora na diferença entre: on Christmas (Day) (no dia de Natal) e at Christmas (time) (no Natal, no período natalício).

6. Por fim, tenha atenção a estas utilizações: by day (de dia); by night (de noite); during the day (durante o dia); during the night (durante a noite).

7. Não é demais recordar: in the morning (de manhã); in the afternoon (de tarde); in the evening (ao anoitecer); at night (à noite).

8. Quando queremos fazer referência a uma dada hora utilizamos at: at 5 o'clock; at half past two (às cinco horas; às duas e meia).

9. PARA TER EM CONTA: Quando vários complementos de tempo se encontram juntos, o mais específico precede o menos específico: Helen visited me at midnight on December 21st, 2000**.**

3.2.4. EXERCÍCIOS DE CONSOLIDAÇÃO

I Exercise 1

Write down the following ordinals

1.	1st =
2.	2nd =
3.	3rd =
4.	4th =
5.	5th =
6.	6th =
7.	7th =
8.	8th =
9.	9th =
10.	10th =
11.	11th =
12.	12th =
13.	13th =
14.	14th =
15.	20th =
16.	21st =
17.	22nd =
18.	23rd =
19.	24th =
20.	900th =

I Exercise 2

Fill in the spaces with the correct ordinal number

1. Breakfast is the _____________ meal of the day.
2. A minute is the ________________ part of an hour.
3. Lesson 30 is the same as the _____________________ lesson.
4. The _____________ day of the week is Saturday.
5. “J” is the __________ letter of the English alphabet.

I Exercise 3

Complete the following time expressions with the correct preposition

A

CAROL: **Are you free ________Sunday? There's a party at Emilio's place?**

RAUL: **Is the party _________the afternoon?**

CAROL: **No, it starts __________8:00 p.m.**

RAUL: **But I never go to parties ________Sunday nights.**
I go to work ___________7:30 a.m. Monday.

CAROL: **But the party is ________July 3rd. You don't work __________ the Fourth of July. It's a holiday.**

B

DAVID: **Can I make an appointment _________June? I'm free _________Wednesdays.**

MABEL: **Can you come ___________ Wednesday the 7th?**

DAVID: **________the 7th, I can only come __________the morning.**

MABEL: **I have an opening __________ten _______the morning.**

DAVID: **Good. So the appointment is __________Wednesday the 7th ___________10:00 a.m.**

MABEL: **That's right. See you then.**

C

ELSA: **Can I have an appointment _______Tuesday the 6th?**

DR. GEE: **_________the morning.**

ELSA: **No, _________ the afternoon, please.**

DR. GEE: **Can you come __________ three o'clock?**

ELSA: **That's fine. So my appointment is _______three o'clock _______ the 13th.**

DR. GEE: **Well, no, it's ______ Tuesday the 6th. By the way, what's your problem?**

ELSA: **I have trouble remembering things. When is my appointment again?**

I Exercise 4

Write these dates using words

a) 17/4/1997

The seventeenth of April nineteen ninety-seven

b) 1/12/1957

____

c) 15/8/2003

____

d) 1/1/1901

____

e) 14/6/1639

____

f) 27/4/1812

____

g) 16/9/1978

____

h) 10/3/1996

____

i) 6/7/2000

____

j) 29/11/2007

____

UNIDADE 4

4.1. PRESENT SIMPLE

Objectivos

Esta unidade tem por objectivo dar a conhecer e compreender o uso do tempo verbal Presente Simples. Em termos de vocabulário, dá a conhecer as principais cores e seus princípios de utilização.

| Tópicos

- PRESENT SIMPLE
- COLOURS

4.1 PRESENT SIMPLE

| Tópicos

4.1.1 Compreender o Present Simple;

4.1.2 Compreender as formas afirmativa, negativa, interrogativa;

4.1.3 Compreender a terceira pessoa do Present Simple;

4.1.4 Exercícios de consolidação;

4.1.1 COMPREENDER O PRESENTE SIMPLES

O Presente Simples

O tempo verbal Presente Simples forma-se com o Infinito (sem "~~to~~") do verbo que se deseja conjugar: "~~to~~" go, "~~to~~" run, "~~to~~" open.

Este tempo verbal utiliza-se para expressar DOIS tipos de acções:

1. As acções quotidianas, que cumprimos habitualmente. É importante que RELACIONE sempre este tempo verbal com as acções que executa habitualmente ou todos os dias, ou seja, com certa frequência: comer, dormir, beber, estudar, etc. Ex: I go to work (Vou trabalhar); I drive my car (Conduzo o meu automóvel); I play tennis (Jogo ténis), etc.

2. Em geral, utiliza-se também para factos reais: I have a car (Tenho um automóvel); I have a house (Tenho uma casa); etc.

A fórmula matemática apresentada em seguida ajudará a compreender isto melhor.

As colunas 1, 2 e 3 pertencem ao Quadro Verbal, mas para o Presente Simples utilizará UNICAMENTE a coluna 1 com algumas modificações.

Fórmula do Presente Simples

I, we, you, they	SUBJECT + 1	1	2	3
He, she, it	SUBJECT + 1 > s	Go	Went	Gone

4.1.2 COMPREENDER AS FORMAS AFIRMATIVA, NEGATIVA, INTERROGATIVA

Repare que este tempo verbal usa a mesma forma do Infinito (go), excepto nas terceiras pessoas do singular (he, she, it) às quais se adiciona um s, como se fosse um plural.

Em inglês, tal como em português, podemos dizer “Eu vou = I go” na forma afirmativa. No entanto, para a interrogativa não é possível inverter as palavras. Não podemos dizer “Go I?”.

Em inglês, este tempo verbal requer AUXILIARES (palavras que o ajudam, que o AUXILIAM a conjugar-se).

Neste caso, essas duas palavras são DO para as pessoas “I, you, we, you, they” e DOES para as três terceiras pessoas do singular: “he, she, it”. DON'T é a contracção de DO NOT e DOESN'T a forma contraída de DOES NOT.

Para respostas curtas, NÃO DEVE UTILIZAR O VERBO, mas apenas o auxiliar:

“Yes, I go” “Yes, I do”; “No, I do not go” “No, I don't”

Affirmative	Negative	Interrogative
I go	I don't go	Do I go ?
You go	You don't go	Do you go ?
He goes	He doesn't go	Does he go ?
She goes	She doesn't go	Does she go ?
It goes	It doesn't go	Does it go ?
We go	We don't go	Do we go ?
You go	You don't go	Do you go ?
They go	They don't go	Do they go ?

Affirmative	**subject + 1 > "s" (he, she, it)**
I go to Lisbon - Eu vou a Lisboa	
He goes to Lisbon - Ele vai a Lisboa	
Negative	**subject + don't / doesn't + 1**
I don't go to Lisbon - Eu não vou a Lisboa	
He doesn't go to Lisboa - Ele não vai a Lisboa	
Interrogative	**Do / Does + subject + 1 ?**
Do I go to Lisbon? - Vou a Lisboa?	
Does he go to Lisbon? - Ele vai a Lisboa?	

4.1.3 COMPREENDER A TERCEIRA PESSOA

O próximo passo é aprender como muda o verbo no PRESENTE SIMPLES para as pessoas do singular (he, she, it) e poderá praticar a pronúncia

ALGUMAS MUDANÇAS DO VERBO PARA O PRESENTE SIMPLES.

1. Os infinitos terminados em -s, -z, -sh, -ch e -x formam a terceira pessoa do singular acrescentando -es: I teach (Eu ensino) – He teaches (Ele ensina); I watch (Eu olho) – She watches (Ela olha).
2. Os infinitos terminados em -y precedido de consoante mudam para -ies: I study (Eu estudo) – He studies (Ele estuda). Também há excepções: Os infinitos terminados em -y precedido de vogal (-ay, -ey, -oy, -uy) formam a terceira pessoa regularmente: I play (Eu jogo) – She plays (Ela joga).
3. Os infinitos terminados em -o acrescentam -es: I go (Eu vou) – He goes (Ele vai).

! JÁ AGORA... REPARE NESTA CURIOSIDADE:

Vimos que o verbo to do se utiliza em inglês como AUXILIAR para poder conjugar o Presente Simples.
Contudo, também se utiliza como verbo normal com o significado de fazer. O que produz esta curiosidade:
AFIRMATIVA: I do the housework (Eu faço as tarefas domésticas).
NEGATIVA: I do not do the housework (Eu não faço as tarefas domésticas).

	HE, SHE, IT…	ELE, ELA…		HE, SHE, IT…	ELE, ELA…
carry	carr*ies*	leva	go	goes	vai
do	does	faz	have	has	tem
get dressed	gets dressed	veste-se	have fun	has fun	diverte-se
get ready	gets ready	prepara-se	wash	washes	lava
get up	gets up	levanta-se	watch	watches	olha, observa

INTERROGATIVA: Do I do the housework? (Eu faço as tarefas domésticas?).

A vermelho é quando DO funciona como AUXILIAR e a azul é quando funciona como VERBO FAZER.

4.1.4 EXERCÍCIOS DE CONSOLIDAÇÃO

I Exercise 1

Complete these sentences with the correct form of the verbs in present simple

1. I (get up) at 7.30. ________________________________
2. My sister (get up) at 7.45. ________________________________
3. We (watch) TV every night. ________________________________
4. He sometimes (cry) if the film is sad. ________________________________
5. My sister and her friends often (go) to clubs.____________________________
6. She always (wash) her hair before she (go out). __________________________
7. My parents (listen) the news every evening at six. ________________________
8. Anne (wake up) at 9.30. __________________________
9. Tom always (drink) a coffee after dinner. ______________________
10. I always (sing) when I take a shower. ________________________

I Exercise 2

Complete each phrase, using the correct form of the Present Simple. Attention, some are interrogative and some are negative.

1. You/watch/much TV?

____

2. TV in your country/have/many American programmes?

____

3. Chocolate / not be / bad for your health.

____

4. You and your friends/play/much sport?

____

5. Chinese people / not have / blond hair.

____

6. The place where you live/have/a sports centre?

____

7. I / not do / the dishes at home.

____

8. You / like / ice cream?

____

9. Ann and Mark / not like / potatoes.

____

10. Tom and I / not go / to the cinema.

____

I Exercise 3

Fill in the gaps with the correct verb.

1. Where ______________ she live?
2. How old _____________ you?
3. Where _____________ you now?
4. How well _____________ you speak English?
5. ______________ he home at the moment?
6. When _______________she usually have lunch?
7. Which______________ your brother prefer: juice or milk?
8. What ______________ their names?
9. How_______________ you spell your last name?
10. Where _________________ she going?

I Exercise 4

Fill in the blanks with the correct forms of the verbs below using the present simple:

BE	LOVE	CLEAN	HAVE(x2)	MEET(x2)
GO	SLEEP	TEACH	LEARN	COME

Mary __________ a teacher. She ____________ French. The children ___________ her and ____________ a lot from her. Mary ____________ home at 3:00pm and ______________ lunch. Then she ____________ for an hour. In the afternoon she _____________ shopping or she _____________ her house. Sometimes she _______________ her aunt and ______________ tea with her. Every Sunday she ______________ her friends.

I Exercise 5

Add - (e)s to the verbs: Present Simple I
Multiple-choice exercise. Underline the correct answer

1 Lizzy often (cry).

Cries
Crys
Cryes

---

2 Sue (write) letters every week.

Writes
Writies
Writs

---

3 Mike (play) the bassoon extremely well.

Playes
Plays
Plais

---

4 She (speak) English quite well.

Speakes
Speakies
Speaks

---

5 She (listen) to music at work.

Listenies
Listens
Listenes

---

6 Jerry always (buy) flowers at weekends.

Buyes
Buys
Buies

---

7 My sister is 12. She (go) to school.

Goes
Goies
Gos

---

8 My friend (study) mathematics every day.

Studies
Studyes
Studys

---

9 Mother (watch) TV in the morning.

Watchis
Watches
Watchs

---

10 Mary (teach) French.

Teachies
Teachs
Teaches

4.2 COLOURS

| Tópicos

4.2.1 COMPREENDER O VOCABULÁRIO RELATIVO ÀS CORES

Colours

red	yellow	blue	purple	orange	green	light green
vermelho	amarelo	azul	violeta	laranja	verde	verde claro
black	**white**	**grey**	**brown**	**beige**	**pink**	**dark green**
preto	branco	cinzento	castanho	bege	rosa	verde escuro

1.Em inglês, as cores são INVARIÁVEIS em GÉNERO (masculino e feminino) e NÚMERO (singular e plural).

Ou seja, white significa "branco, branca, brancos, brancas". Por isso, as cores são muito adaptáveis, ao construir uma frase ou oração.

2. Em inglês, as cores, usadas como substantivos, NUNCA são precedidas do artigo definido the.

Vejamos:

Red is a beautiful color, O vermelho é uma cor bonita; Green is my favourite color, O verde é a minha cor preferida.

3. Para indicar que uma cor é "clara" ou "escura", devemos antecedê-la com os adjectivos light (claro) ou dark (escuro). Ex: light purple, violeta claro; dark purple, violeta escuro.

4. Podemos adiantar mais algumas informações:

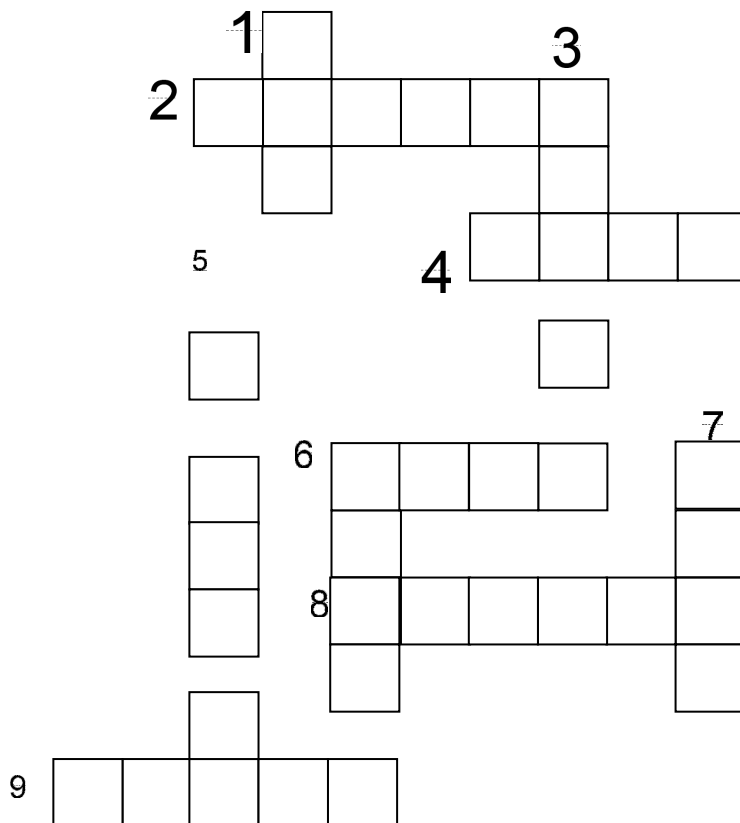
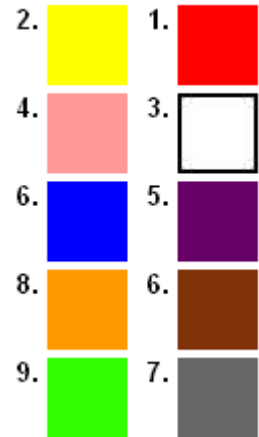
a) As cores são adjectivos, porque qualificam o substantivo;

b) Em inglês, os adjectivos vêm SEMPRE antes do substantivo.

Ou seja, em português podemos dizer "blusa branca" ou mesmo "branca blusa" (para enfatizar poeticamente a frase). Em inglês, a ÚNICA possibilidade é white blouse (dizer blouse white é incorrecto).

4.2.2 EXERCÍCIOS DE CONSOLIDAÇÃO

 | Exercise 1.

Fill in the crossword

UNIDADE 5

Objectivos

Esta unidade tem por objectivos: ensinar a dizer as horas em inglês; abordar os pronomes interrogativos nas suas formas mais correntes; irá ainda familiarizar-se com vocabulário relativo ao corpo humano.

| Tópicos

- TIME;
- WH- WORDS;
- BODY PARTS.

5.1. TIME

| Tópicos

5.1.1. Compreender as horas
5.1.2. Exercícios de consolidação

5.1.1. COMPREENDER AS HORAS

THE TIME / AS HORAS

**What time is it?
It's five o'clock in the morning. It's 5:00 a.m.**

Que horas são?
São cinco da manhã.

**It's seven o'clock in the morning.
It's 7:00 a.m.**

São sete da manhã.

**It's twelve o'clock.
It's noon.
It's 12:00 noon.**

É meio-dia.

It's four o'clock in the afternoon. It's 4:00 p.m.

São quatro da tarde.

It's seven o'clock in the evening. It's 7:00 p.m.

São sete da noite.

It's twelve o'clock at night. It's midnight. It's 12:00 midnight.

É meia-noite.

1. Em inglês, as horas são sempre precedidas de um verbo no singular: It's one o'clock (É uma hora);
It's two o'clock (São duas horas).

2. Os americanos não costumam utilizar a expressão half past (e meia). Tratam as horas como se fossem digitais. Contudo, utilizam a quarter past (e um quarto) e a quarter to (menos um quarto).

3. Não se utiliza oralmente o relógio de 24 horas, excepto no caso de horários de transportes públicos.

4. Para dizer que são 03:00 e não 15:00, podemos usar "three o'clock in the afternoon". 17:30 seria "half past five in the afternoon" e para indicar 23:00 prefere-se "eleven o'clock in the evening".

5. Para diferenciar as horas da manhã e da tarde, utilizamos a.m. (ante meridiem, antes do meio-dia) ou p.m. (post meridiem, após o meio-dia):
Ex: He arrives home at 08:00 a.m. (Ele chega a casa às 8 da manhã); He arrives home at 07:56 p.m. (Ele chega a casa às 07:56 da noite). Quando se utiliza a.m. ou p.m. não se pode usar o'clock (em ponto).
Ex: He arrives home at three o'clock in the afternoon (He arrives home at 3 pm).

6. PONTUALIDADE: Para indicar que se "chega a tempo”, utiliza-se on time: Lana is never on time (A Lana nunca chega a horas).

It's 5 minutes after 3.
It's 3:05 (three-oh-five).

São três e cinco.
São 3 horas e 5 minutos.

It's 10 minutes after 5.
It's 5:10 (five-ten).

São cinco e dez.
São 5 horas e 10 minutos.

It's 9:30 (nine-thirty).

São nove e meia.
São nove horas e 30 minutos.

It's a quarter to eleven.
It's 10:45.

São onze menos um quarto.
São 10 horas e 45 minutos.

It's a quarter after seven.
It's 7:15.

São sete e um quarto.
São 7 horas e 15 minutos.

It's twenty-five to eleven.
It's 10:35.

São 11 menos 25.
São 10 horas e 35 minutos.

Como dizer as horas em Inglês Britânico e Americano

UK = **US =**

COM RELÓGIO DE 24 HS.			COM RELÓGIO DIGITAL	
10 em ponto	UK:	ten o'clock	10:00	10 a.m.
	US:	ten o'clock		ten a.m.
10 e um quarto	UK:	a quarter past ten	10:15	10:15 a.m.
	US:	a quarter after ten		ten fifteen a.m.
10 e vinte	UK:	twenty past ten	10:20	10:20 a.m.
	US:	twenty after ten		ten twenty a.m.
10 e meia	UK:	half past ten	10:30	10:30 a.m.
	US:	ten thirty		ten thirty a.m.
11 menos vinte	UK:	twenty to eleven	10:40	10:40 a.m.
	US:	twenty to eleven		ten forty a.m.
11 menos um quarto	UK:	a quarter to eleven	10:45	10:45 a.m.
	US:	a quarter to eleven		ten forty-five a.m.
11 menos cinco	UK:	five to eleven	10:55	10:55 a.m.
	US:	five to eleven		ten fifty-five a.m.

5.1.2. EXERCÍCIOS DE CONSOLIDAÇAO

| Exercise 1

Match the times in words in the first column, with the time numbers in the second column.

1. It's one o'clock	It's 9.15
2. It's a quarter past two	It's 6.45
3. It's a quarter past three	It's 1.00
4. It's half past four	It's 3.15
5. It's half past five	It's 2.15
6. It's a quarter to six	It's 9.45
7. It's a quarter to seven	It's 8.00
8. It's a quarter to eight	It's 5.30
9. It's eight o'clock	It's 7.45
10. It's a quarter past nine	It's 4.30
11. It's a quarter to ten	It's 5.45

| Exercise 2

Write in full sentences: What time is it?

a) 9:03 am *It's three past nine in the morning*_______________

b) 7:00 pm *It's seven o'clock in the evening*_______________

c) 2:45 am ____

d) 6:30 am ____

e) 5:00 pm ____

f) 1:15 pm ____

g) 11:30 am ____

5.2. PRONOMES INTERROGATIVOS

| Tópicos

5.2.1. Compreender os pronomes interrogativos

5.2.1. COMPREENDER OS PRONOMES INTERROGATIVOS

WH- WORDS / PRONOMES INTERROGATIVOS

Informalmente, chamamos WH- WORDS aos pronomes interrogativos de que necessitamos para iniciar perguntas.

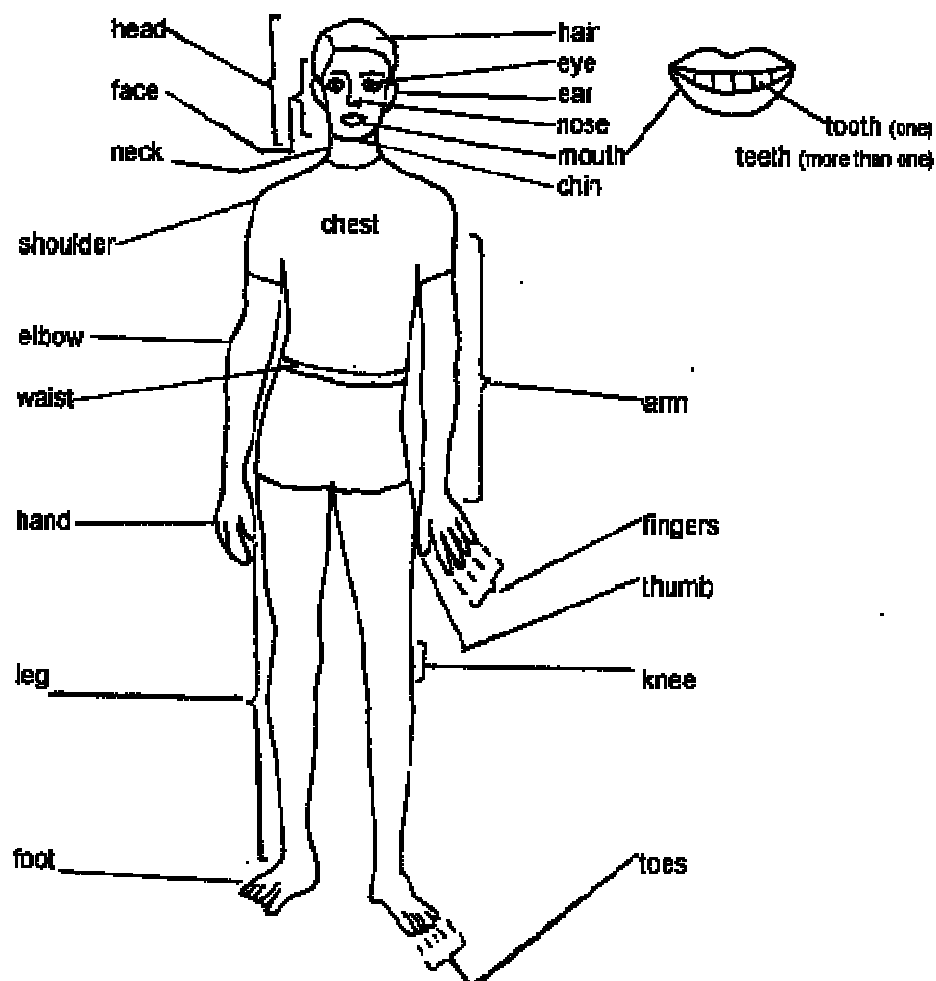
1. Chamam-se palavras WH- porque a maioria começa com essas duas consoantes: WHat?, WHere?, WHo?, etc.
2. Algumas formam as perguntas de um modo idiomático, ou seja, diferente do português.

WHAT is your last name? **(It's) Oliveira Martins.**	**QUAL** é o seu apelido? (É) Oliveira Martins.
WHAT are your first and middle names? **(They're) Maria Fernanda.**	**QUAIS** são os seus primeiro e segundo nomes? (São) Maria Fernanda.
WHAT are Tom and Steve doing? **They're sleeping.**	**QUE** estão a fazer o Tom e o Steve? Estão a dormir.
WHAT is the Louvre like? **It's fantastic!!**	**COMO** é o Louvre? É fantástico!
WHAT colour are taxis in Lisbon? **They're black and green.**	**DE QUE** cor são os táxis em Lisboa? São pretos e verdes.
WHERE is my address book? **It's under the briefcase.**	**ONDE** está a minha agenda? Está por baixo da pasta.
WHERE in Portugal are you from? **I'm from Porto.**	**DE QUE PARTE** de Portugal és? Sou do Porto.
WHERE in Portugal is Porto? **It's in the North.**	**EM QUE PARTE** de Portugal fica o Porto? Fica no Norte.
WHO is this gentleman? **He's Mr. Ronald.**	**QUEM** é este senhor? É o Sr. Ronald.
WHO are they? **They're Maria and Sérgio Martins.**	**QUEM** são? São a Maria e o Sérgio Martins.

5.3. BODY PARTS

| Tópicos

5.3.1. COMPREENDER AS PARTES DO CORPO

BODY PARTS

VERBS CONNECTED WITH BODY VOCABULARY

hear - ouvir

see - ver

eat - comer

bite - morder

kneel – ajoelhar-se

walk - andar

hold - segurar

smell - cheirar

stand – estar de pé

5.3.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Write down the correct body part underneath the picture.

______________ ______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________ ______________

______________ ______________

| Exercise 2

Write the correct body part.

a) You see with your _______________

b) You hear with your ______________

c) You bite with your _______________

d) You hold with your ______________

e) You smell with your _______________

f) You eat with your ______________

g) You walk with your ______________

h) You stand on your ________________

i) You kneel on your _________________

| Exercise 3

All words are body parts, choose a letter from each box to create a word then check the answer.

1. KNEC _______________
2. ASIWT ______________
3. DAHE _______________
4. HUBTM_______________
5. HMUOT ______________
6. EKEN _______________
7. OSEN _______________

| Exercise 4

Write the plural of these words and then write true sentences about yourself

Singular	Plural	True sentences
1. Leg	*Legs*	*I have two legs*
2. Finger		
3. Mouth		
4. Hand		
5. Face		
6. Head		
7. Nose		
8. Foot	*Feet*	

UNIDADE 6

6.1. COUNTABLE AND UNCOUNTABLE NOUNS

Objectivos

Esta unidade tem por objectivo dar a conhecer os conceitos básicos relacionados com substantivos contáveis e incontáveis, o que aproveitaremos também na abordagem ao vocabulário relativo a comidas e bebidas.

| Tópicos

- COUNTABLE AND UNCOUNTABLE NOUNS;
- FOOD AND DRINK;

COUNTABLE AND UNCOUNTABLE NOUNS

| Tópicos

6.1.1 Compreender o que são substantivos contáveis.

6.1.2 Compreender o que são substantivos incontáveis.

6.1.3 Contáveis vs. incontáveis.

6.1.4 Compreender o uso de *some*, *any, not any* e *no.*

6.1.5 Exercícios de consolidação.

6.1.1 COMPREENDER O QUE SÃO SUBSTANTIVOS CONTÁVEIS

| COUNTABLE NOUNS (SUBSTANTIVOS CONTÁVEIS)

Por exemplo: (a) car – (um) automóvel; (a) flower – (uma) flor; (an) apple – (uma) maçã. Podemos usar esta fórmula: ONE/TWO/THREE + COUNTABLE NOUN (um/dois/três... + substantivo contável). Podemos usá-los deste modo, porque PODEMOS CONTÁ-LOS: ONE car, TWO flowers, THREE apples,

etc. (UM automóvel, DUAS flores, TRÊS maçãs, etc.).

Os substantivos contáveis podem estar no SINGULAR (= one, um) ou no PLURAL (= two or more, dois ou mais). Vejamos estes exemplos:

SINGULAR: a car, my car, the car, etc. (um automóvel, o meu automóvel, o automóvel, etc.)

PLURAL: cars, two cars, the cars, some cars, many cars, etc. (os automóveis, dois automóveis, os automóveis, uns ou alguns automóveis, muitos automóveis, etc.).

| REPARE AGORA NESTAS CURIOSIDADES GRAMATICAIS:

Terá reparado que cars e the cars se traduzem em ambos os casos por os automóveis. Vejamos:

a) Quando nos referimos a "os automóveis" EM GERAL, ou seja, a TODOS os automóveis do mundo,

NÃO PODEMOS USAR o artigo definido the: CARS are expensive (OS AUTOMÓVEIS são caros).

O mesmo ocorre com qualquer outro substantivo: ELEPHANTS don't fly (OS ELEFANTES não voam).

b) Quando nos referimos a "os automóveis" EM PARTICULAR, ou seja, aos automóveis específicos de

que estamos a falar, DEVEMOS USAR o artigo definido the: He's buying THE CARS (Ele está a comprar OS AUTOMÓVEIS). Pressupõe-se que ele está a comprar os automóveis sobre os quais nos falou em algum momento.

| ÚLTIMA OBSERVAÇÃO SOBRE ESTE PONTO:

NÃO DIGA: I don't have car para significar Não tenho automóvel.

DEVE DIZER: I don't have a car.

6.1.2 COMPREENDER O QUE SÃO SUBSTANTIVOS INCONTÁVEIS

| UNCOUNTABLE NOUNS (SUBSTANTIVOS INCONTÁVEIS)

Por exemplo: water – água; rain – chuva; rice – arroz; money – dinheiro, etc.

NÃO PODEMOS USAR a fórmula ONE/TWO/THREE + UNCOUNTABLE NOUN (water/rain/rice, etc.).

NÃO PODEMOS DIZER: one water, two rains, etc.

| OS SUBSTANTIVOS INCONTÁVEIS TÊM UMA FORMA ÚNICA:

money, the money, my money, some money, much money, etc. Exemplos:

I have some money (Tenho algum dinheiro); There isn't much money here (Não há muito dinheiro aqui);

Money isn't everything (O dinheiro não é tudo).

| ÚLTIMA OBSERVAÇÃO SOBRE ESTE PONTO:

NÃO PODEMOS USAR A FÓRMULA A/AN + UNCOUNTABLE NOUNS:

a money (um dinheiro); a music (uma música); etc.

MAS PODEMOS EXPRESSAR ISTO DA SEGUINTE FORMA:

a piece of cheese (um pedaço de queijo); a piece of music (um fragmento de música); a glass of water (um copo de água); a bar of chocolate (uma barra de chocolate); a game of tennis (uma partida de ténis).

Ou seja, mencionando sempre a menor unidade do substantivo (pedaço, fragmento, copo, barra, partida, etc.).

6.1.3 CONTÁVEIS VS. INCONTÁVEIS

Countable vs. Uncountable

COUNTABLE / CONTÁVEIS

Singular	Plural
An apple *Uma maçã*	Apples *Maçãs*
A carrot *Uma cenoura*	Carrots *Cenouras*
A potatoe Uma batata	Potatoes Batatas

I'm eating an apple Estou a comer uma maçã
Apples are my favourite fruit A maçã é a minha fruta favorita
I like apples Eu gosto de maçãs

UNCOUNTABLE / INCONTÁVEIS

Singular only
Yogurt *Iogurte*
Beef *Bife*
Broccoli *Bróculos*

I'm eating yogurt Estou a comer iogurte
Yogurt is delicious Iogurte é delicioso
I love yogurt Eu adoro iogurte

6.1.4 SOME, ANY, NOT ANY, NO

| COMO USAR SOME, ANY, NO, NOT ANY...

SOME (alguns, algumas) utiliza-se para frases AFIRMATIVAS. O verbo da frase deve estar na forma AFIRMATIVA.

Helen pays SOME attention in class. (A Helen presta ALGUMA atenção nas aulas).

ANY (alguns, algumas, quaisquer) utiliza-se para frases INTERROGATIVAS. O verbo da frase deve estar na forma INTERROGATIVA.

Does Helen pay ANY attention in class?

(A Helen presta ALGUMA atenção nas aulas?).

NO (nada, nenhum, nenhuma) utiliza-se para frases NEGATIVAS. O verbo da frase deve estar na forma AFIRMATIVA.

Helen pays NO attention in class. (A Helen não presta NENHUMA atenção nas aulas).

NOT ANY (nada, nenhum, nenhuma) utiliza-se para frases NEGATIVAS. O verbo da frase deve estar na forma NEGATIVA.

Helen does NOT (doesn't) pay ANY attention in class. (A Helen não presta NENHUMA atenção nas aulas).

AFFIRMATIVE STATEMENTS	QUESTIONS AND NEGATIVE STATEMENTS
FRASES AFIRMATIVAS	PERGUNTAS E FRASES NEGATIVAS
We need some vegetables.	**Do you want any carrots?** **We don't need any carrots.**
Precisamos de **algumas verduras**.	Queres **algumas cenouras**? Não precisamos de (**quaisquer**) **cenouras**.
We need some meat.	**Do you want any chicken?** **We don't need any chicken.**
Precisamos de **alguma carne**.	Queres (**algum**) **frango**? Não precisamos de (**qualquer**) **frango**.
We need some.	**Do you want any?** **We don't need any.**
Precisamos de **alguns**/**mas**.	Queres **alguns**/**mas**? Não precisamos de **nenhum**/**a**.

6.1.5 EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1.

Try and correct the mistakes given in the following sentences

Ex: I don't eat ~~a~~ meat I don't eat meat____

1. I don't have car ______________________________
2. A potatoes aren't expensive ______________________________
3. Ann never wears hat. ______________________________
4. Are you looking for job? ______________________________
5. Mary doesn't eat a meat. ______________________________
6. I'm going to party tonight. ______________________________
7. Do you like a cheese? ______________________________
8. Do you want cup of coffee? ______________________________
9. I have great idea. ______________________________

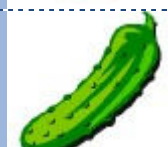
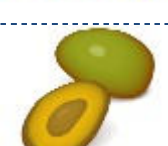
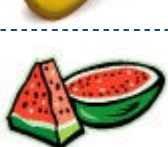
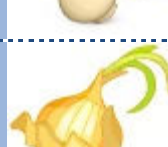
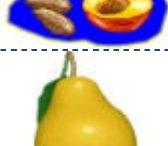
10 Peru is country in South America. ______________________________

| Exercise 2.

Fill in the gaps with some / any / no

1. We need _________ potatoes for the potato salad.
2. Is there _________ mayonnaise at home.
3. I don't want ________ broccoli in the salad. I hate it!
4. We need ________ rice today.
5. There are ________ apples in the refrigerator.
6. There isn't ________ bread. Please go and buy some.

6.2. FOOD AND DRINK

| Tópicos

6.2.1 Compreender o vocabulário relativo a comidas e bebidas.

6.2.2 Exercícios de consolidação

6.2.1 VOCABULÁRIO RELATIVO A COMIDAS E BEBIDAS

| FRUIT & VEGETABLES

FRUIT		VEGETABLE	
	Apple (Maçã)		Artichoke (Alcachofra)
	Apricot (Damasco)		Asparagus (Espargos)
	Avocado (Abacate)		Aubergine / Eggplant (Beringela)
	Banana (Banana)		Bean (Feijão)
	Cherry (Cereja)		Broccoli (Brócolos)
	Coconut (Coco)		(White) Cabbage (Couve Branca)
	Cranberry (Amora)		Cauliflower (Couve-Flor)

	(Black) Currant (Groselha)		Celery (Aipo)
	Grape (Uva)		Chilli pepper (Malagueta)
	Grapefruit (Toranja)		Cucumber (Pepino)
	Kiwi (Kiwi)		Garlic (Alho)
	Lemon (Limão)		Ginger (Gengibre)
	Mango (Manga)		Kohlrabi (Couve-Rábano)
	(Water) Melon (Melancia)		Leek (Alho-Francês)
	Orange (Laranja)		Mushroom (Cogumelo)
	Peanut (Amendoim)		Onion (Cebola)
	Peach (Pêssego)		Parsley (Salsa)
	Pear (Pêra)		Pea (Ervilha)

	Pineapple (Ananás)		(Green) Pepper (Pimento Verde)
	Pomegranate (Romã)		Potato (Batata)
	Raspberry (Framboesa)		Radish (Rabanete)
	Strawberry (Morango)		Spring Onion (Cebolinha)
	Tomato (Tomate)		(Brussels) Sprouts (Couve de Bruxelas)
	Walnut (Noz)		Sweet Corn (Milho Doce)
	Lime (Lima)		Zucchini / Courgette (Courgette)
	Papaya (Papaia)		

| MEAT & FISH / SHELFISH

MEAT	CARNE	FISH / SHELFISH	PEIXE / MARISCO
Beef	Bife	**Fish**	Peixe
Chicken	Frango	**Shrimp**	Camarão
Turkey	Peru	**Mussels**	Mexilhões
Pork	Porco	**Salmon**	Salmão
Sausage	Salsicha	**Cod**	Bacalhau
Duck	Pato	**Trout**	Truta

| DAIRY PRODUCTS

Milk	Leite
Cheese	Queijo
Butter	Manteiga
egg	Ovo
boiled egg	Ovo cozido
scrambled egg	Ovos mexidos
fried egg	Ovo frito

| DRINKS

Milk	Leite
Coffee	Café
Tea	Chá
Water	Água
Juice	Sumo
Soda	Refrigerante
Wine	Vinho
Beer	Cerveja

| FOOD AND COUNTABLE / UNCOUNTABLE NOUNS

	These are bananas. Estas são bananas.		**This is pasta.** Isto é massa.
	These are oranges. Estas são laranjas.		**This is bread.** Isto é pão.
	These are apples. Estas são maçãs.		**These are beans.** Estes são feijões.
	These are strawberries. Estes são morangos.		**This is rice.** Isto é arroz.
	These are mangoes. Estas são mangas.		**These are potatoes.** Estas são batatas.

	These are carrots. Estas são cenouras.		**This is milk.** Isto é leite.
	These are tomatoes. Estes são tomates.		**These are eggs.** Estes são ovos.
	This is broccoli. Estes são bróculos.		**This is cheese.** Isto é queijo.
	These are green beans. Estas são vagens.		**This is butter.** Isto é manteiga.
	These are peppers. Estes são pimentos.		**This is yogurt.** Isto é iogurte.

This is chicken	**This is lamb**	**This is beef**	**This is shrimp**	**This is salmon**

6.2.2 EXERCÍCIOS DE CONSOLIDAÇÃO

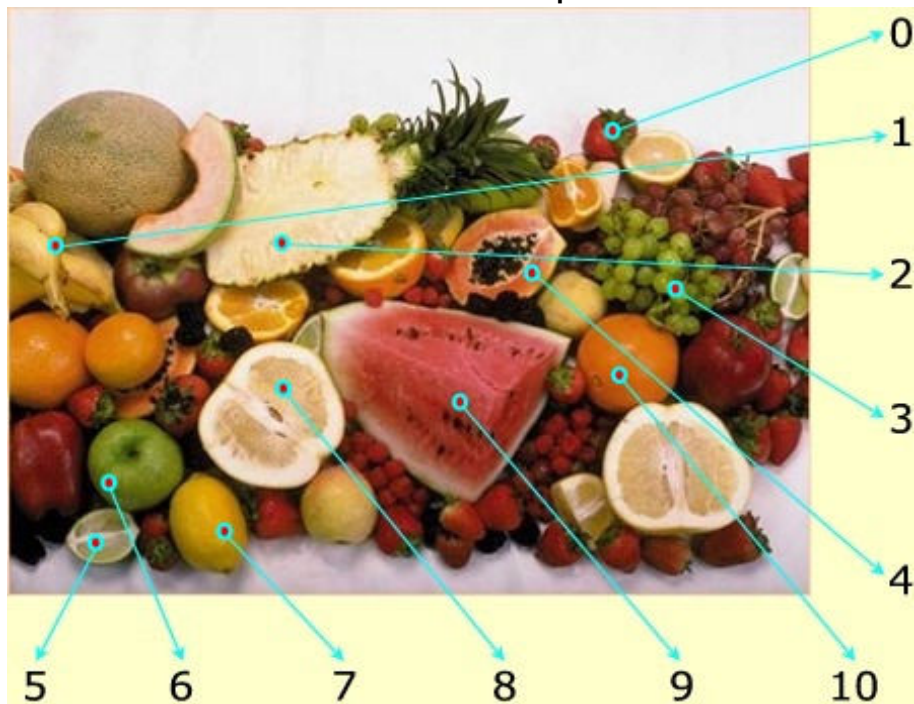
| Exercise 1

Write the food in the correct column either countable or uncountable

Apples/bananas/beans/beef/bread/broccoli/butter/carrots/cheese/chicken/eggs/green beans/lamb/mangoes/milk/oranges/pasta/peppers/potatoes/rice/salmon/shrimp/ strawberries/tomatoes

Countable	Uncountable
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

| Exercise 2.

Name the fruit indicated from 1-10. Look at the example

Example: 0 –**strawberry**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

| Exercise 3.

In each sentence underline the correct option as is done in the example.

Carrots is/<u>are</u> very healthy.

1. Strawberries is/are my favourite fruit. I love strawberries.
2. I think mangoes is/are delicious
3. Green beans is/are my favourite vegetable.
4. Broccoli is/are very good for you.
5. I think cheese is/are awful. I hate cheese.
6. Chicken is/are my favourite meat.

| Exercise 4.

Match the words in the first column to the best available answer in the second column.

_____ leek	1)
_____ cauliflower	2)
_____ broccoli	3)
_____ eggplant	4)
_____ Chili pepper	5)
_____ cucumber	6)
_____ asparagus	7)
_____ garlic	8)
_____ onions	9)
_____ Mushroom	10)

| Exercise 5.

Read the text and answer the questions

It's Friday afternoon and John's friend Mark is coming for tea tomorrow.

Mrs. S: John, is Mark coming for tea tomorrow?

John: Yes mum, I told you yesterday!

Mrs. S: Oh did you? Sorry, I must have forgotten.

John: What are we having?

Mrs. S: I don't know yet, I was just writing out the shopping list. What sort of things does he like?

John: Anything, just about. I know he hates pasta though; he never eats school dinner if it's pasta.

Mrs. S: OK, what about pizza.

John: Yeah, pizza would be great, not too much salad though please mum.

Mrs. S: How about a fruit salad for pudding instead?

John: With ice cream?

Mrs. S: Yes, ok.

John: Great, I can't wait!

Entertaining at Home - It's Saturday and John's friend Mark has just arrived.

John: Hi Mark!

Mark: Hi John, how's it going?

John: Fine, and you?

Mark Oh you know.

John: Yeah, tell me about it.

Mrs. S: Hello Mark, how are you.

Mark: Very well thank you Mrs. Smith.

John Mum, can we go and play in my room?

Mrs. S: Yes, after tea. We're having pizza tonight Mark, is that alright?

Mark: Yes Mrs. Smith that should be fine, but I am a vegetarian.

Mrs. S: Oh John, you didn't tell me!

John Sorry mum, I didn't know.

Mrs. S: Well it's just as well I bought mushroom pizza as well then, isn't it?

Mark: I'm sorry if it's any trouble Mrs. Smith.

Mrs. S: Don't worry Mark, it's not your fault, we can eat the salami pizza and you can have the mushroom one. Why don't you both go and play upstairs, tea will be a little bit longer than expected!

John: This way Mark.

1. Mark comes for tea on Friday.

A. True

B. False

C. Don't know

2. John hasn't told his mum that Mark is coming for tea.

A. True

B. False

C. Don't know

3 Mark never eats pasta.

A. True

B. False

C. Don't know

4 John loves salami.

A. True

B. False

C. Don't know

5 Mark will eat anything.

A. True

B. False

C. Don't know

6 John's mum only has pizza with meat.

A. True

B. False

C. Don't know

7 Vegetarians don't eat meat.

A. True

B. False

C. Don’t know

8 John and Mark eat after playing.

A. True

B. False

C. Don't know

UNIDADE 7

Objectivos

Esta unidade tem por objectivo dar a conhecer o vocabulário relativo à casa e, em seguida, abordar as preposições de lugar.

| Tópicos

- HOUSE VOCABULARY;
- PREPOSITIONS OF PLACE.

7.1.HOUSE

| Tópicos

7.1.1. Compreender o vocabulário relativo à casa
7.1.2. Exercícios de consolidação

7.1.1. COMPREENDER O VOCABULÁRIO RELATIVO À CASA

HOUSE / CASA

living room
sala de estar

dining room
sala de jantar

kitchen
cozinha

bedroom
quarto

bathroom
quarto de banho

basement
cave

garage
garagem

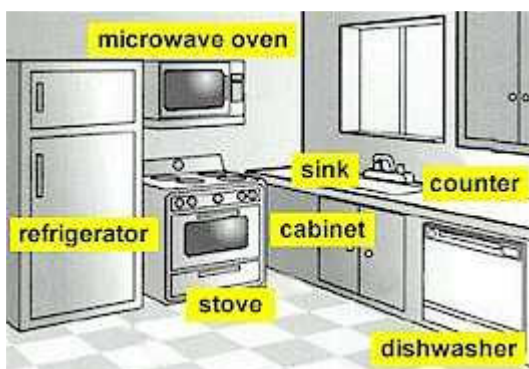
yard
pátio

garden
jardim

FOUR ROOMS /QUATRO DIVISÕES

Living-room

Bedroom

kitchen

Bathroom

Living room: lamp (candeeiro), bookcase (estante de livros), sofa (sofá), table (mesa), rug (tapete), armchair (poltrona).

Bedroom: curtain (cortinado), picture (quadro), mirror (espelho), clock (relógio), bed (cama), dresser (aparador), wardrobe (guarda-roupa).

Kitchen: microwave oven (forno micro-ondas), refrigerator/ fridge (frigorífico), sink (lava-louça), counter (banca), cabinet (armário), stove (fogão), dishwasher (máquina de lavar-louça).

Bathroom: mirror (espelho), shower (duche), sink (lavatório), cabinet armário), toilet (sanita), bathtub (banheira).

7.1.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Write the correct room

a) Where do you usually cook meals? ________________________
b) Where do you usually get washed? _________________________
c) Where do you usually grow flowers and cut the grass? ______________________
d) Where do you usually eat dinner? ___________________
e) Where do you usually sit on a sofa and watch TV? _________________
f) Where do you usually park the car? _______________________
g) Where do you usually sleep? ____________________

| Exercise 2

Match the words with the pictures

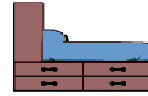
Sofa

TV

Table

Bed

Mirror

Armchair

Chair
Desk
Fridge
Shower

| Exercise 3

Read the following text:

The Smiths' House

Mr Smith's house has got four bedrooms, a living-room, a dining-room, a kitchen, a bathroom and a separate toilet. There is a toilet in the bathroom too. The bedrooms and the bathroom are upstairs, and the living-room, the dining-room, the kitchen and the toilet are downstairs.

The first bedroom is Mr and Mrs Smith's, the second one is John's, the third one is Mary's, and the fourth one is Anne's. Catherine's baby bed is in Anne's bedroom too.

When you enter Mr Smith's house, the room on your left is the living-room, and the room on your right is the dining-room. Where is the kitchen? It is behind the dining-room. And where is the toilet? It is straight on, in front of you. There is a garden behind the house, but it is not big. Is there a garden in front of the house too? Yes, there is, but it is very small.

When you go upstairs, Mr and Mrs Smith's bedroom is on your left. The bedroom on your right is John's, and the bathroom is between his bedroom and Mary's. Anne's bedroom is behind Mary's.

There is a big bed and two big wardrobes in Mr and Mrs Smith's bedroom, and there is a small bed and a wardrobe in John's room. John and Mary's beds are big and Anne's bed is small. The wardrobe in Mary's room is very big, and the wardrobe in John's room is small.

Anne's room has got blue walls, and there are white ships and green islands on them, because it is a child's bedroom. John's bedroom has got white walls, and Mary's has got grey walls. John has got pictures of horses on his walls, and Mary has got pictures of beautiful clothes.

And now circle the correct answer

The Smiths' House

1 Which of the following is correct?
- Three of Mr Smith's bedrooms are upstairs, and one of them is downstairs.
- Mr Smith's four bedrooms are downstairs.
- Mr Smith's four bedrooms are upstairs.

---

2 Choose the correct sentence
- There is one toilet in Mr Smith's house. It is downstairs.
- There are two toilets in Mr Smith's house. One of them is upstairs.
- There is one toilet in Mr Smith's house. It is upstairs.

---

3 Choose the correct answer:
- The living room is upstairs.
- The living room is downstairs.
- The dining room is upstairs.

---

4 Choose the correct answer:
- There are two beds in Anne's bedroom.
- There is one bed in Anne's bedroom.
- There are three beds in Anne's bedroom.

---

5 Choose the correct answer:
- The kitchen is between the living-room and the dining-room.
- The dining-room is between the living-room and the kitchen.
- The living-room is between the dining-room and the kitchen.

---

6 Choose the correct answer:
- There is a small garden in front of the house, and there is a big one behind it.
- There is a small garden in front of the house, and there is a small one behind it.
- There is a big garden in front of the house, and there is a big one behind it.

---

7 Choose the correct answer:
- The bathroom is between the first bedroom and the second one.
- The bathroom is between the second bedroom and the third one.
- The bathroom is between the third bedroom and the fourth one.

---

8 Choose the correct answer:
- John's bedroom is behind Mary's.
- Mary's bedroom is in front of John's.
- Mary's bedroom is in front of Anne's.

9 Choose the correct answer:

Anne's room is on a green island.
Anne's room is in a white ship.
Anne's room is a child's bedroom.

10 Choose the correct answer:

There are pictures in all of the children's bedrooms
There are pictures in some of the children's bedrooms.
There aren't any pictures in the children's bedrooms.

7.2. PREPOSITIONS OF PLACE

7.2.1. COMPREENDER AS PREPOSIÇÕES DE LUGAR

| Tópicos

PREPOSITIONS OF PLACE / PREPOSIÇÕES DE LUGAR

IN (áreas)

- in bed
- in the park, in the woods, in the forest, in the desert
- in the square, in the village, in town, in the city, in the country
- in London, in Oxford, in Lisbon, in Paris
- in England, in Portugal, in Spain, in France
- **on** a farm (excepção)

IN

- in the pocket, in the cupboard, in the box, in the fridge
- in the office, in the classroom, in the bedroom, in the living room
- in the water, in the swimming pool, in the river, in the lake
- * in the cinema, * in the theatre, * in the supermarket, * in the pub
- in hospital, in church, in prison

ON (linhas)

- on the river, on the beach, on the coast, on the shore
- on the border, on the road, on the edge, on the line

ON (superfícies)

- on the table, on the door, on the floor, on the wall, on the ceiling
- on land, on the moon, on earth

AT (pontos)

- * at the cinema,* at the theatre,* at the supermarket, * at the pub
- at the butcher's, at the chemist's, at the grocer's
- at the door, at the entrance
- at Harrods, at Heathrow Airport, at Gatwick Airport
- at university, at Oxford (1), at Cambridge (1)
- at London (2), at Lisbon (2), at Faro (2)
- at school, at home, at work, at church

- at the bus-stop, at the crossroads

(1) universidades das respectivas cidades
(2) pontos de paragem de uma viagem

AT (moradas, actividades)

- at 15 Oxford Street, at the same address
- at the party, at the meeting

!

*** in & at with buildings**

in – when we mean inside a building (edifício):There are 400 seats in the cinema.
It was raining, so we waited in the pub.

at – But we use at when we mean an event (acontecimento), the normal purpose of the building (o propósito do edifício): I was at the cinema last night. (=watching a film)
My parents are at the pub. (=having a drink)

Preposições de lugar	
above	sobre, em cima de, por cima de
across	do outro lado
amid	entre (vários, mas não faz parte do grupo)
among	entre (vários, mas faz parte do grupo)
around	em volta de, em torno de
at	em
at the back	atrás (no fundo)
at the front	à frente
away from	longe de
behind	atrás de
below	debaixo de, abaixo de
beneath	debaixo de, abaixo de
beside	ao lado de, junto de, ao pé de

between	no meio de, entre (dois)
by	perto de, junto a, ao lado de, ao pé de
in	dentro de, em
in front of	em frente de
in the middle of	no meio de
inside	dentro de
near	perto, perto de
next to	ao lado de
off	afastado de, longe de
on	sobre, em cima de, em
on the left	à esquerda
on the right	à direita
on top of	em cima de, sobre
opposite	em frente de, diante de, defronte de
out of	fora de
outside	fora de
over	sobre, em cima de, por cima de
under	debaixo de, por baixo de, sob
underneath	debaixo de, por baixo de, sob
within	dentro de

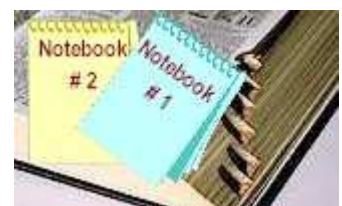
7.2.2. EXERCÍCIOS DE CONSOLIDAÇÃO

 | Exercise 1

Fill in the gaps with:

IN / ON / UNDER / NEXT TO / BEHIND / IN FRONT OF

1.The briefcase is ________ the television	2.The keys are _________ the handbag	3.The wallet is ________ the newspaper

4. The umbrella is ______ the wastebasket	5. The comb is _________ the hairbrush	6. The notebooks are _______ the dictionary

| Exercise 2

Fill in the gaps with the following prepositions: IN / ON / AT

1. Good luck __________ Monday!
2. He is sitting __________ the bench.
3. He was born __________ Scotland.
4. There are maps and pictures __________ the walls.
5. They've got a nice house __________ the south of Portugal.
6. He has got a pencil __________ his hand.
7. The exam is __________ Friday 24th of November.
8. The garden is __________ the back of the house.
9. The name of the street is __________the bottom of the page.
10. Please write your name __________ this line.
11. Mary and Andrew live __________ a farm
12. Turn left __________ the end of this road.
13. He lives __________ Sweden.
14. Joan works __________ home.
15. I am sitting __________ the sofa and watching TV.
16. Mark is lying __________ his bed because he is tired.

UNIDADE 8

8.1. PRESENT CONTINUOUS

Objectivos

Esta unidade tem por objectivo compreender o tempo verbal Present Continuous, bem como perceber e utilizar o Present Simple e o Present Continuous. Pretende ainda apresentar vocabulário sobre empregos, o que as pessoas fazem e onde trabalham.

| Tópicos

- PRESENT CONTINUOUS;
- JOBS

PRESENT CONTINUOUS

| Tópicos

8.1.1 Compreender o que é o Present Continuous nas formas afirmativa, negativa e interrogativa.

8.1.2 Present Simple vs Present Continuous

8.1.3 Exercícios de consolidação

8.1.1. COMPREENDER O QUE É O PRESENT CONTINUOUS

| O que é o Present Continuous

ISTO É MUITO IMPORTANTE!

O tempo Presente Contínuo (também designado Progressivo) forma-se com o presente do verbo SER
(to be) mais o gerúndio (...ing em inglês) do verbo que se deseja conjugar. De notar que, em português continental, utilizamos mais frequentemente 'a + Infinito' (Ex.: Estou a comer e não Estou comendo). Este
tempo verbal indica uma acção em desenvolvimento (que está a ocorrer agora, neste momento). Por isso, habitualmente
as frases no Presente Contínuo levam o advérbio AGORA (now, em inglês).

A fórmula matemática seguinte irá ajudar a uma melhor compreensão. As colunas 1, 2 e 3 pertencem ao Quadro Verbal, mas para o Presente Contínuo deve utilizar UNICAMENTE a coluna 1:

| A fórmula do Present Continuous

subject + am/is/are + 1 > ing	1	2	3
	go	?	?

Affirmative	Negative	Interrogative
I am eating	I am not eating	Am I eating ?
You are eating	You are not eating	Are you eating ?
He is eating	He is not eating	Is he eating ?
She is eating	She is not eating	Is she eating ?
It is eating	It is not eating	Is it eating ?
We are eating	We are not eating	Are we eating ?
You are eating	You are not eating	Are you eating ?
They are eating	They are not eating	Are they eating ?

Affirmative	**subject + am/is/are + 1 > ing**
I am eating	- Eu estou a comer
I'm eating	- Eu estou a comer (contracção)
He is eating	- Ele está a comer
He's eating	- Ele está a comer (contracção)
We are eating	- Nós estamos a comer
We're eating	- Nós estamos a comer (contracção)

Negative	**subject + am/is/are + not + 1 > ing**
I am not eating	- Eu não estou a comer
I'm not eating	- Eu não estou a comer (contracção)
He is not eating	- Ele não está a comer
He's not eating	- Ele não está a comer (contracção)
We are not eating	- Nós não estamos a comer
We're not eating	- Nós não estamos a comer (contracção)

Interrogative	**Am/Is/Are + subject + be + 1 > ing?**
Am I eating?	- Estou a comer?
Is he eating?	- Está a comer?
Are we eating?	- Estamos a comer?

8.1.2 PRESENT SIMPLE VS PRESENT CONTINUOUS

We use present simple and not present continuous with the following verbs:

- **Verbs of thinking:** think; believe; agree; understand; know; remember; forget.
- **Verbs of feeling:** want; wish; love; hate
- **Verbs of perception;** see; hear; notice
- **Verbs of possession:** have; own; belong
- **Reporting verbs:** say; ask; tell; answer
- **Other verbs:** cost; weigh; seem; appear; need

We use present continuous and never present simple when we talk about personal plans and arrangements

- What time **are** you **meeting** me? √
- What time do you meet me? X

8.1.3. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Traduza estas frases para Inglês, utilizando o Presente Contínuo:

1.O Steve e o Mike estão a jogar ténis agora. ____

2.Está a nevar e eu não estou a usar botas. ____

3.Não estás a usar um casaco castanho. ____

4.Estão a usar os vossos óculos azuis? ____

5.Estás a abrir a tua carteira verde? ____

6.A Jennifer está a correr agora. ____

7.O Daniel não está a apanhar um táxi. ____

8 A Sra. Lee está a conduzir em Miami? ____

9.O Sr. Tavares está a nadar neste momento. ____

10.Estou a fechar o meu livro cinzento. ____

| Exercise 2

Put the verbs between brackets into the present continuous.

1. Could I ring you back in a few minutes? I ____________ (talk) to someone on the phone on the other line.
2. Joan is upstairs with Anne and Mark. They _____________ (have) a meeting about the party.
3. What ____________ (you / do) here? I thought you had gone to the airport.
4. Could you tell Mr. Spencer that Miss Ameldi is here? He __________ (expect) me.
5. Oh no, the printer __________ (not / work).
6. This is a very bad line. _______________ (you / call) from your mobile?
7. I ____________ (phone) to say that I'll be home late this evening.

| Exercise 3

Fill in the gaps with the present simple or present continuous

1. Every Monday, Sally (drive) _____________ her kids to football practice.
2. Usually, I (work) ________________ as a secretary at ABT, but this summer I (study) _____________ French at a language school in Paris. That is why I am in Paris.
3. Shhhhh! Be quiet! John (sleep) ______________
4. Don't forget to take your umbrella. It (rain) ______________.
5. I hate living in Seattle because it (rain, always) ________________.
6. I'm sorry I can't hear what you (say) ________________ because everybody (talk) so loudly.
7. Justin (write, currently) __________________ a book about his adventures in Tibet. I hope he can find
a good publisher when he is finished.
8. A: Do you want to come over for dinner tonight?
   B: Oh, I'm sorry, I can't. I (go) _____________ to a movie tonight with some friends.
9. The business cards (be, normally) ________________ printed by a company in New York. Their prices (be) ______________ inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be) ______________ made by a small chocolatier in Zurich, Switzerland.

| Exercise 4

Fill in the gaps with the present simple or present continuous

A Trekking Journal

November 12, 1997

Today (be) _______________ the second day of my trek around Mount Annapurna. I am exhausted and my legs (shake) _______________; I just hope I am able to complete the trek. My feet (kill, really) ________________ me and my toes (bleed) ________________, but I (want, still) _________________

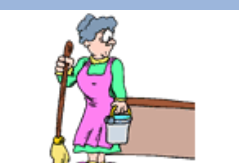
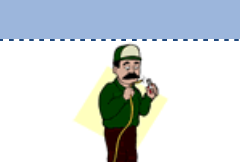
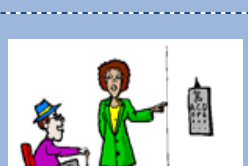
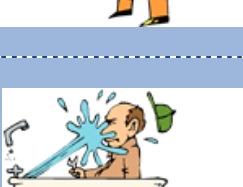
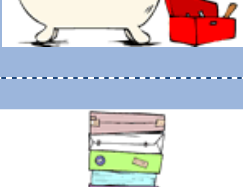
to continue.

Nepal is a fascinating country, but I have a great deal to learn. Everything (be) _________________ so different, and I (try) _______________ to adapt to the new way of life here. I (learn) _______________ a little bit of the language to make communication easier; unfortunately, I (learn, not) __________________ foreign languages quickly. Although I (understand, not) ___________________ much yet, I believe that I (improve, gradually) __________________.

I (travel, currently) _________________ with Liam, a student from Leeds University in England. He (be) ___________________ a nice guy, but impatient. He (walk, always) _______________________ ahead

of me and (complain) _________________ that I am too slow. I (do) ________________________ my best to keep up with him, but he is younger and stronger than I am. Maybe, I am just feeling sorry for myself because I am getting old.

Right now, Liam (sit) ______________________ with the owner of the inn. They (discuss) _______________________ the differences between life in England and life in Nepal. I (know, not) ___________________ the real name of the owner, but everybody (call, just) ______________________ him Tam. Tam (speak) ___________________ English very well and he (try) ____________________ to teach Liam some words in Nepali. Every time Tam (say) _________________ a new word, Liam (try) _______________ to repeat it. Unfortunately, Liam (seem, also) ____________________ to have difficulty learning foreign languages. I just hope we don't get lost and have to ask for directions.

8.2 JOB VOCABULARY

| Tópicos

8.2.1 Compreender o vocabulário relativo aos empregos

8.2.2 Exercícios de consolidação

8.2.1. COMPREENDER O VOCABULARIO RELATIVO AOS EMPREGOS

Jobs:

	Accountant Contabilista		**Baker** Padeiro
	Barber Barbeiro		**Barman** Empregado de bar
	Builder Empreiteiro		**Butcher** Talhante
	Carpenter Carpinteiro		**Cashier** O caixa
	Chambermaid Criada de quarto		**Chef** Chef de cozinha
	Cleaner Empregado de limpeza		**Dentist** Dentista
	Doctor Médico		**Electrician** Electricista

	Engineer Engenheiro		**Fireman** Bombeiro
	Fishmonger Vendedor de peixe		**Flight attendant** Assistente de bordo
	Hairdresser Cabeleireiro		**Judge** Juíz
	Lawyer Advogado		**Nurse** Enfermeiro
	Optician Oculista		**Painter** Pintor
	Photographer Fotógrafo		**Plumber** Picheleiro
	Policeman Policia		**Porter** Porteiro Carregador de um hotel
	Postman Carteiro		**Receptionist** Recepcionista

	Reporter Jornalista		**Sales assistant** Vendedor
	Sales rep Comercial		**Scientist** Cientista
	Secretary Secretário		**Surgeon** Cirurgião
	Vet Veterinário		**Waiter** Empregado de mesa
	Welder Soldador		

EMPREGOS E PROFISSÕES UNISEXO?

Como terá reparado, em inglês muitas profissões são definidas com o mesmo nome indistintamente para ambos os sexos.

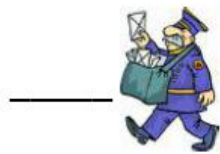
What do they do and where do they work?

Job	What do they do?	Where do they work?
Accountants	Look after the finances in an organization.	They work in an office.
Bakers	Bake bread.	They work in a bakery.
Barbers	Shave men's beards and cut men's hair.	They work in a barber.
Barmen/women	Serve drinks.	They work in a bar, pub or restaurant.
Butchers	Prepare and sell meat.	They work in a butcher.
Chambermaids	Clean and tidy rooms.	They work in a hotel.
Chefs	Prepare and cook food.	They work in a kitchen.
Dentists	Look after people's teeth.	They work in a dentist.
Doctors	Look after people's health.	They work in a hospital or surgery.
Fishmongers	Prepare and sell fish.	They work in a fishmonger.
Flight attendants	Look after passengers.	They work in an airplane.
Hair dressers	Cut and style people's hair.	They work in a hair salon.
Judges	Judge and sentence people.	They work in a law court.
Lawyers	Defend and prosecute people.	They work in a law court and in a lawyer's office.

Nurses	Look after patients.	They work in a hospital or doctor's surgery.
Opticians	Look after people's eye sight.	They work in an optician.
Porters	Carry other people's bags and luggage.	They work in a hotel or train station.
Receptionists	Meet and greet visitors.	They work in reception.
Sales Assistants	Sell goods and look after customers.	They work in a shop.
Secretaries	Arrange appointments, type letters and organise meetings.	They work in an office.
Surgeons	Operate on people who are sick.	They work in a hospital.
Vets	Look after people's animals.	They work in a veterinary surgery or vets.
Waiters/Waitresses	Serve people food and drink.	They work in a restaurant.

8.2.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Match the words in the first column to the best available answer in the second column.

_____ Postman — 1) **restaurant**

_____ Doctor and nurse — 2) **post office**

_____ Teacher — 3) **airport**

_____ Cook and waiter — 4) **school**

_____ Pilot — 5) **hospital**

| Exercise 2

Answer the following questions. Look at the example.

1. What do nurses do? __They look after patients____
Where do they work? __They work at hospitals______
2. What do opticians do? ____
Where do they work? ____
3. What do accountants do? ____
Where do they work? ____
4. What do flight attendants do? ______________________________________
Where do they work? ____
5. What do barbers do? ____
Where do they work? ____
6. What do receptionists do? ____
Where do they work? ____

| Exercise 3

Read the job interview and answer the questions.

The Job Interview

Interviewer: So, you've applied for the Saturday position, right?

John: Yes, I have.

Interviewer: Can you tell me what made you reply to our advertisement?

John: Well, I was looking for a part-time job to help me through college. And I think that I'd be really good at this kind of work.

Interviewer: Do you know exactly what you would be doing as a shop assistant?

John: Well I imagine I would be helping customers, keeping a check on the supplies in the store, and preparing the shop for business.

Interviewer: That about covers it, you would also be responsible for keeping the front of the store tidy.

What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?

John: I suppose I'm a reasonable student. I passed all my exams and I enjoy studying subjects that interest me.

Interviewer: Have you any previous work experience?

John: Yes. I worked part-time at a take-away in the summer holidays.

Interviewer: Now, do you have any questions you'd like to ask me about the position?

John: Yes. Could you tell me what hours I'd have to work?

Interviewer: We open at 9.00, but you would be expected to arrive at 8.30 and we close at 6.00 pm. You would be able to leave then.
I think I have asked you everything I wanted to. Thank you for coming along to the interview.

John: Thank you. When will I know if I have been successful?

Interviewer: We'll be making our decision next Monday, we'll give you a call.

---

1. He saw the advertisement in the local newspaper.

A. ? True
B. ? False
C. ? Didn't Say

2. John would start work at 9.00.

A. ? True
B. ? False
C. ? Didn't Say

3. John would be working in the electrical department.

A. ? True
B. ? False
C. ? Didn't Say

4. John will start the job on Monday.

A. ? True
B. ? False
C. ? Didn't Say

5. John has left school.
A. ? True
B. ? False
C. ? Didn't Say
6. The job doesn't pay very well.
A. ? True
B. ? False
C. ? Didn't Say

7. He wouldn't have to deal with customers.
A. ? True
B. ? False
C. ? Didn't Say

8. The job is full time.
A. ? True
B. ? False
C. ? Didn't Say

9. John failed some of his exams.
A. ? True
B. ? False
C. ? Didn't Say

10. The job is in a shop.
A. ? True
B. ? False
C. ? Didn't Say

UNIDADE 9

Objectivos

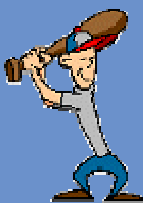
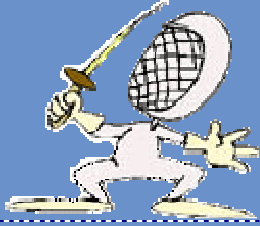
Esta unidade tem por objectivo dar a conhecer o vocabulário relativo aos desportos e ao clima.

Em termos gramaticais, será feita uma abordagem ao tempo verbal Simple Past (Passado Simples).

| Tópicos

- SPORTS VOCABULARY;
- THE SIMPLE PAST TENSE;
- WEATHER VOCABULARY.

9.1. SPORTS

| Tópicos

9.1.1. Compreender o vocabulário relativo aos desportos

9.1.2. Exercícios de consolidação

9.1.1. COMPREENDER O VOCABULÁRIO RELATIVO AOS DESPORTOS

SPORTS / DESPORTOS

	football soccer	futebol
	basket-ball	basquetebol

	volley-ball	voleibol
	gymnastics	ginástica
	swimming	natação
	rugby	râguebi
	horse-riding	equitação
	cycling	ciclismo
	baseball	basebol
	athletics	atletismo

	fencing	esgrima
	golf	golfe
	American football	futebol americano
	tennis	ténis
	polo	pólo
	table-tennis	ténis de mesa / pingue-pongue
	ice-hockey	hóquei no gelo

	boxing	boxe
	windsurfing	windsurf
	skiing	esqui
	sumo	sumo
	car racing	corrida de carros
	figure-skating	patinagem artística
	weightlifting	halterofilismo / levantamento de pesos
	climbing / mountaineering	escalada / montanhismo

9.1.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Coloque as letras pela ordem correcta e escreva o nome do desporto indicado:

1. (C G C N I L Y) ____________________
2. (S I R I R N E O H G D) ____________________
3. (I B G O X N) ____________________
4. (N T I G I G W H F T E I L) ____________________
5. (I N G R A C) ____________________
6. (C S C R O E) ____________________
7. (N D S W F I R U) ____________________

8.

(M I S W M N G I) ____________________

9. **(N I I G S K) _______________________**

10. **(V B Y L A L O L L E) _____________________**

9.2. THE PAST SIMPLE

| Tópicos

9.2.1. COMPREENDER O PASSADO SIMPLES (SIMPLE PAST)

SIMPLE PAST / PASSADO SIMPLES

Os verbos em inglês têm DOIS tipos de passados: IRREGULARES e REGULARES.

VERBOS IRREGULARES

São aqueles que alteram parcial ou totalmente a forma infinita ao transformarem-se em passado (ver coluna 2 do Quadro Verbal).

VERBOS REGULARES

São aqueles que acrescentam -d ou -ed à forma infinita ao transformarem-se em passado (ver coluna 2 do Quadro Verbal, com terminações em cor vermelha). Tenha em atenção que, se o infinito regular termina em -y precedido de consoante, muda o y para i e acrescenta ed.

No quadro verbal pode ver 100 verbos (regulares e irregulares). Procure memorizar aos poucos a Coluna 2, a pronúncia e o significado em português.

1 INFINITO	2 PASSADO	3 PORTUGUÊS
to ask *(ásk)*	**asked** *(áskt)*	perguntou
to attend *(aténd)*	**attended** *(aténdid)*	assistiu
to be *(bí)*	**was** *(uós)* **were** *(uér)*	foi; esteve
to be born *(born)*	**was born/were born**	nasceu; nasceram
to become *(bikám)*	**became** *(bikéim)*	tornou-se; transformou-se em
to blow *(blóu)*	**blew** *(blú)*	soprou; apagou
to bring *(bríng)*	**brought** *(brót)*	trouxe
to build *(bíld)*	**built** *(bílt)*	construiu
to buy *(bái)*	**bought** *(bót)*	comprou; adquiriu
to call *(kól)*	**called** *(kólt)*	chamou; telefonou
to carry *(kári)*	**carried** *(kárit)*	levou; transportou
to catch *(kách)*	**caught** *(kót)*	agarrou; apanhou
to clean *(klín)*	**cleaned** *(klínd)*	limpou
to close *(klóus)*	**closed** *(klóust)*	fechou
to come *(kám)*	**came** *(kéim)*	veio;chegou
to cook *(kúk)*	**cooked** *(kúkt)*	cozinhou
to choose *(chús)*	**chose** *(chós)*	escolheu
to dance *(dáns)*	**danced** *(dánst)*	dançou
to draw *(dró)*	**drew** *(drú)*	desenhou
to drink *(drínk)*	**drank** *(dránk)*	bebeu
to drive *(dráiv)*	**drove** *(dróuv)*	conduziu
to eat *(ít)*	**ate** *(ét)*	comeu
to enter *(énter)*	**entered** *(éntert)*	entrou
to fall *(fól)*	**fell** *(fél)*	caiu
to feel *(fí:l)*	**felt** *(félt)*	sentiu
to find *(fáind)*	**found** *(fáund)*	encontrou
to fix *(fíks)*	**fixed** *(fíkst)*	reparou; consertou
to fly *(flái)*	**flew** *(flú)*	voou
to forget *(forguét)*	**forgot** *(forgót)*	esqueceu
to get *(guét)*	**got** *(gót)*	conseguiu
to give *(guív)*	**gave** *(guéiv)*	deu
to go *(góu)*	**went** *(uént)*	foi; dirigiu-se
to grow up *(gróu-áp)*	**grew up** *(gru-áp)*	cresceu (em)

to happen *(jápen)*	**happened** *(jápent)*	aconteceu; ocorreu; sucedeu
to hate *(jéit)*	**hated** *(jéitid)*	odiou; lamentou
to have *(jáv)*	**had** *(jád)*	teve
to hear *(jíar)*	**heard** *(jérd)*	ouviu
to hike *(jáik)*	**hiked** *(jáikt)*	caminhou
to invite *(inváit)*	**invited** *(inváitid)*	convidou
to kiss *(kís)*	**kissed** *(kíst)*	beijou
to know *(nóu)*	**knew** *(niú)*	soube; conheceu
to leave *(lí:v)*	**left** *(léft)*	deixou; partiu
to lift *(líft)*	**lifted** *(líftid)*	levantou
to like *(láik)*	**liked** *(láikit)*	gostou (de)
to listen *(lísen)*	**listened** *(lísend)*	escutou
to live *(lív)*	**lived** *(lívd)*	viveu
to look *(lúk)*	**looked** *(lúkd)*	olhou
to look for *(lúk for)*	**looked for** *(lúkd for)*	procurou (por)
to lose *(lús)*	**lost** *(lóst)*	perdeu
to love *(láv)*	**loved** *(lávd)*	amou; adorou
to make *(méik)*	**made** *(méid)*	fez; fabricou
to meet *(mí:t)*	**met** *(mét)*	encontrou; reuniu-se com
to miss *(mís)*	**missed** *(míst)*	perdeu; sentiu a falta de
to need *(ní:d)*	**needed** *(nídid)*	necessitou
to open *(ópen)*	**opened** *(ópend)*	abriu
to order *(órder)*	**ordered** *(órdert)*	ordenou; encomendou
to pick up *(pikáp)*	**picked up** *(píkt-ap)*	recolheu; levantou
to play *(pléi)*	**played** *(pléid)*	jogou; tocou (piano); brincou
to put *(put)*	**put** *(put)*	pôs; colocou
to rain *(réin)*	**rained** *(réint)*	choveu
to read *(ríd)*	**read** *(réd)*	leu
to receive *(risív)*	**received** *(risívt)*	recebeu
to relax *(reláks)*	**relaxed** *(relákst)*	relaxou
to rent *(rent)*	**rented** *(réntid)*	alugou
to repair *(ripér)*	**repaired** *(ripért)*	reparou (uma máquina)
to run *(rán)*	**ran** *(rén)*	correu
to save *(séiv)*	**saved** *(séivt)*	poupou
to say *(séi)*	**said** *(séd)*	disse

to see *(sí:)*	**saw** *(só:)*	viu
to sell *(sél)*	**sold** *(sóld)*	vendeu
to shout *(sháut)*	**shouted** *(sháutid)*	gritou
to sing *(síng)*	**sang** *(sáng)*	cantou; interpretou
to sit *(sít)*	**sat** *(sat)*	sentou-se
to skate *(skéit)*	**skated** *(skéitid)*	patinou
to sleep *(slíp)*	**slept** *(slépt)*	dormiu
to snow *(snóu)*	**snowed** *(snóud)*	nevou; caiu neve
to speak *(spík)*	**spoke** *(spóuk)*	falou
to spell *(spél)*	**spelt** *(spélt)*	soletrou
to start *(stárt)*	**started** *(stártid)*	começou; iniciou; arrancou
to stand *(stánd)*	**stood** *(stúd)*	parou; pôs-se de pé
to stay *(stéi)*	**stayed** *(stéid)*	ficou; permaneceu
to study *(stádi)*	**studied** *(stádid)*	estudou
to swim *(suím)*	**swam** *(suám)*	nadou
to take *(téik)*	**took** *(túk)*	tomou; levou
to talk *(tók)*	**talked** *(tókt)*	conversou
to teach *(tích)*	**taught** *(tót)*	ensinou; deu aulas
to tell *(tel)*	**told** *(tóld)*	disse; contou
to think *(zínk)*	**thought** *(zót)*	pensou
to try *(trái)*	**tried** *(tráid)*	tentou; provou (comida)
to turn *(térn)*	**turned** *(térnt)*	virou; girou; deu a volta
to use *(iús)*	**used** *(iúst)*	usou; utilizou
to visit *(vísit)*	**visited** *(vísitid)*	visitou
to wait *(uéit)*	**waited** *(uéitid)*	esperou; aguardou
to walk *(uók)*	**walked** *(uókt)*	caminhou
to want *(uónt)*	**wanted** *(uóntid)*	quis
to wash *(uósh)*	**washed** *(uósht)*	lavou
to watch *(uóch)*	**watched** *(uócht)*	viu, assistiu; observou
to wear *(uéar)*	**wore** *(uór)*	usou (roupa)
to work *(uérkt)*	**worked** *(uérkt)*	trabalhou
to write *(ráit)*	**wrote** *(róut)*	escreveu

9.2.2. COMPREENDER COMO SE FORMA O PASSADO SIMPLES

O tempo verbal Passado utiliza-se para expressar acções que **começaram e terminaram no passado**. Tenha em atenção que este tempo verbal utiliza o auxiliar **DID** (passado do verbo **to do**) tanto para a forma negativa, como para a interrogativa. A contracção negativa (ou forma curta negativa) é **DIDN'T** (**did not**).

A fórmula matemática que apresentamos em seguida ajudará a compreender isto melhor. As colunas 1, 2 e 3 pertencem ao Quadro Verbal, mas para o Passado Simples, utilizará UNICAMENTE a **coluna 2**:

!

FÓRMULA DO PASSADO SIMPLES

subject + 2	1	2	3
	go	went	?

Affirmative	Negative	Interrogative
I went	*I didn't go*	*Did I go ?*
You went	*You didn't go*	*Did you go ?*
He went	*He didn't go*	*Did he go ?*
She went	*She didn't go*	*Did she go ?*
It went	*It didn't go*	*Did it go ?*
We went	*We didn't go*	*Did we go ?*
You went	*You didn't go*	*Did you go ?*
They went	*They didn't go*	*Did they go ?*

Affirmative	**subject + 2**
I went to Lisboa - Fui a Lisboa	
He went to Lisboa - Ele foi a Lisboa	
Negative	**subject + didn't + 1**
I didn't go to Lisboa - Não fui a Lisboa	
He didn't go to Lisboa - Ele não foi a Lisboa	
Interrogative	**Did + subject + 1 ?**
Did I go to Lisboa? - Fui a Lisboa?	
Did he go to Lisboa? – Ele foi a Lisboa?	

PAST TENSE OF REGULAR VERBS / PASSADO DE VERBOS REGULARES

REGULAR VERBS = Verb + ed or d	*VERBOS REGULARES = Verbo + ed o d*
I studied on Saturday. *I didn't study on Sunday.*	***Estudei** no Sábado.* ***Não estudei** no Domingo.*
You studied on Saturday. *You didn't study on Sunday.*	***Estudaste** no Sábado.* ***Não estudaste** no Domingo.*
She worked on Saturday. *She didn't work on Sunday.*	*Ela **trabalhou** no Sábado.* *Ela **não trabalhou** no Domingo.*
He exercised on Saturday. *He didn't exercise on Sunday.*	*Ele **fez exercício** no Sábado.* *Ele **não fez exercício** no Domingo.*
We exercised on Saturday. *We didn't exercise on Sunday.*	***Fizemos exercício** no Sábado.* ***Não fizemos exercício** no Domingo.*
They exercised on Saturday. *They didn't exercise on Sunday.*	***Fizeram exercício** no Sábado.* ***Não fizeram exercício** no Domingo.*

SPELLING

Worked – exercised
Studied – played

ORTOGRAFIA

trabalhou - fez exercício
estudou - jogou; tocou (instrumento)

PRONUNCIATION OF *-D* AND *–ED* / PRONÚNCIA DE *-D* E *-ED*

Para pronunciar o passado dos verbos regulares, siga estas três regras simples e não se enganará:

1. Pronuncie / **d** / se a pronúncia do verbo terminar em som vocal ou consoante (excepto / **d** /).
2. Pronuncie / **t** / se a pronúncia do verbo terminar em som consoante (excepto / **t** /).
3. Pronuncie / **id** / se a pronúncia do verbo terminar num som / **d** / ou / **t** /.

/ t /	/ d /	/ id /
watched	played	invited
hiked	cleaned	visited
fixed	opened	started
missed	listened	attended
walked	loved	skated
asked		hated
washed		

PAST TENSE OF IRREGULAR VERBS / PASSADO DE VERBOS IRREGULARES

Did you see any movies this weekend? **Yes, I did. I saw *Dirty Cops*.**	**Viste** algum filme este fim-de-semana? **Sim. Vi** o *Polícias Corruptos*.
Did you go home after the movie? **No, I didn't. I went to a dance club.**	**Foste** para casa depois do filme? **Não. Fui** a uma discoteca.

9.2.3. COMPREENDER O PASSADO DO VERBO *TO BE*

PAST SIMPLE TENSE OF THE VERB TO BE / PASSADO DO VERBO TO BE

	FORM	SUBJECT	BE VERB	EXAMPLE
affirmative sentences (+)	1st person	I	was	I was here.
	2nd person	you	were	You were busy.
	3rd person	he	was	He was a friend.
	3rd person	she	was	She was a doctor.
	3rd person	it	was	It was cold today.
	1st person pl.	we	were	We were hungry.
	2nd person pl.	you	were	You were beautiful.
	3rd person pl.	they	were	They were asleep.

	SUBJECT	BE VERB	Contraction	EXAMPLE
negative sentences (-)	I	was not	I wasn't	I wasn't thirsty.
	you	were not	you weren't	You weren't here.
	he	was not	he wasn't	He wasn't there.
	she	was not	she wasn't	She wasn't a mother.
	it	was not	it wasn't	It wasn't warm yesterday.
	we	were not	we weren't	We weren't sleepy.
	you	were not	you weren't	You weren't at work.
	they	were not	they weren't	They weren't here.

	BE VERB & SUBJECT	(+) Short Answer	(-) Short Answer
questions (?)	Was I correct?	Yes, I was.	No, I wasn't.
	Were you tired?	Yes, you were.	No, you weren't.
	Was he asleep?	Yes, he was.	No, he wasn't.
	Was she here?	Yes, she was.	No, she wasn't.
	Was it warm?	Yes, it was.	No, it wasn't.
	Were we students?	Yes, we were.	No, we weren't.
	Were you thirsty?	Yes, you were.	No, you weren't.
	Were they here?	Yes, they were.	No, they weren't.

9.2.4. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Use the words and put them into the right order to make complete questions and then answer them using the past simple.

Ex: Go to bed / early / last night / you / did /?
Did you go to bed early last night?
YES: Yes, I went to bed at 10.00 p.m.
YES: Yes, I did

1. sleep / well / last night / did / you /?

____

YES: ____

YES: ____________________

2. Did/ any / yesterday / exercise / you / do /?

____

YES: ____

YES: _______________________

3. this morning / did / have / you / breakfast / good / a /?

____

YES: ____

YES: _________________________

4. eat / you / vegetables / any / yesterday / did /?

____

NO: ____

NO: _______________________

| Exercise 2

Fill in the affirmative form of the verb.

1. Mike _______________ (to hurt) his knee during soccer.
2. Bob ________________ (to spend) a lot of money yesterday.
3. We _________________ (to sell) our car for £1.500.
4. Kenny ____________________ (to throw) the ball to Judy.
5. And Judy __________________ (to catch) it.
6. I ____________________ (to clean) my car twice last week.
7. The accident ___________________ (to happen) 2 years ago.
8. When I was a child, I ____________________ (to want) to be a nurse.

| Exercise 3

Affirmative phrases: Complete these phrases by choosing the correct option given.

1. Last year he *was / were* 22.
2. We *was / were* in Paris with Steven.
3. Chaplin *was / were* a famous movie star.
4. The weather *was / were* nice yesterday.
5. The banks *was / were* opened yesterday.
6. Rose *was / were* in England a year ago.
7. Ann got married when she *was / were* 35.
8. John and I *was / were* in El Salvador in 1998.
9. Mark *was / were* in Berlin in 1984.
10. You *was / were* in Colombia a week ago.

| Exercise 4

Answer the questions in an affirmative or negative way as done in the example

Ex. Were there any pencils on the table?
AFF: Yes, there were some pencils on the table.
NEG 1: No, there weren't any pencils on the table.
NEG 2: No, there were no pencils on the table.

1. Were there any roses in the garden?
AFF: ____
NEG 1: ____
NEG 2: ____

2. Were there any apples in the kitchen?
AFF: ____
NEG 1: ____
NEG 2: ____

3. Was there a piano in the sitting-room?
AFF: ____
NEG 1: ____
NEG 2: ____

4. Was there a car in the garage?
AFF: ____
NEG 1: ____
NEG 2: ____

5. Were there any Italians in Gothic City?
AFF: ____
NEG 1: ____
NEG 2: ____

| Exercise 5

Use the words in brackets (   ) to complete each of the following sentences.

Examples: - *I (see) saw him yesterday.*

- *I (not /see) didn't see him yesterday.*

- *(you /see) Did you see him?*

1. When (you/see) ________________________ your sister?
2. He (not/come) _______________________ to the meeting on Wednesday because he was on holiday.
3. Where (you/go) ______________________ for your holidays?
4. How long (it/take) ________________________ you to drive from London to Edinburgh?
5. (you/enjoy) __________________________ your holiday?
6. I (see) _________________________ a fantastic film at the cinema last week.
7. He (be) _________________ 20 years old when he started work.
8. How old (he/be) ________________________ when he started school?

9.3 THE WEATHER / O CLIMA

| Tópicos

9.3.1. COMPREENDER O VOCABULÁRIO RELATIVO AO CLIMA

THE WEATHER / O CLIMA

It's spring.
It's raining. It's cool.
It's fifty degrees.
É Primavera.
Está a chover. Está fresco.
Estão 50 graus.
(10 graus Celsius)

It's summer.
It's warm and sunny.
It's eighty.
É Verão.
Está quente e solarengo.
Estão 80 graus.
(26 graus Celsius)

It's summer.
It's very hot and humid.
It's ninety-five.
É Verão.
Está muito quente e húmido.
Estão 95 graus.
(35 graus Celsius)

It's autumn.
It's windy.
It's cool. It's cloudy.
É Outono.
Está ventoso.
Está fresco. Está nublado.

It's winter.
It's very cold.
It's five degrees.
É Inverno
Está muito frio.
Estão 5 graus. (Celsius)
(40 graus Fahrenheit)

It's winter.
It's snowing.
It's thirty-two degrees.
É Inverno
Está a nevar.
Estão 32 graus.
(0 graus Celsius)

Weather Vocabulary

breeze - light wind	brisa	Don't bother with a hat. There is always a **breeze** near the ocean.
Celsius - measurement of temperature (0 degrees is freezing/100 is boiling)	Celsius	In the summer, the average temperature here is 20 degrees **Celsius.**
chilly - cold	frio	It's a bit **chilly** today, so I think you should wear a coat.
cloud/cloudy - water in the sky that appears as a white or grey mass	núvem /nublado	It may look **cloudy** in the morning, but the sun always comes out by afternoon.
cool - temperature in between warm and cold	fresco	The days were boiling hot, but the nights were **cool** and comfortable for sleeping.
Degrees - measurement for temperature	graus	I don't feel the heat until it's about forty **degrees** Celsius outside.
drought - a long period with no rainfall	seca	Forest fires are a serious danger during a **drought**.
Fahrenheit - measurement of temperature (32 degrees is freezing/212 is boiling)	Fahrenheit	It was 100 degrees **Fahrenheit** when we got to San Francisco.
flood - overflow of rain water	cheia / inundação	The **flood** was so bad, our basement was full of water.
fog/foggy - thick water vapour that blocks one's vision	nevoeiro	We couldn't see the bridge because there was too much **fog**.
forecast - the expected weather for the future	previsão	According to the 5 day **forecast**, it's going to rain on our wedding day.
heat-wave - extremely hot	onda de calor	During the **heat-wave** we cooled our beds

weather that is much higher than average--usually lasts a short time		down with ice packs.
hurricane - a tropical storm with very strong wind and rain	furacão	Half of the buildings on the island were flattened by the **hurricane**.
lightning - electric flash caused by two clouds hitting	relâmpago	The outdoor pool always closes when the lifeguards suspect **lightning.**
rain/rainy - water that falls to earth	chuva / chuvoso	My hair is all wet and messy from the **rain**.
rainbow - a band of colours found in the sky after a rainfall	arco-íris	According to legend you can find a pot of gold at the end of a **rainbow**.
snow/snowy - frozen water that warms slightly as it falls to earth	neve	There is already a lot of **snow** up in the mountains, so the ski season should be great this year.
sun/sunny - the star that warms the earth	sol / solarengo	It's **sunny** today!
thunder/thunderstorm - the crashing of clouds (often followed by a strike of lightning and heavy rain)	trovoada	Let's close all of the windows. It looks like a **thunderstorm** is coming.
tornado/cyclone - violently spinning windstorm	tornado	The **tornado** picked up everything in its path, including animals and cars.
umbrella - held over one's head and body for rain protection	guarda-chuva	I always keep an **umbrella** in my car in case of rain.
warm – pleasant temperature	quente	We can go to the swimming-pool today because it's **warm**.
wind/windy - blowing air outside	vento / ventoso	It's too **windy** to play golf today.

9.3.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Underline the best option

1. It is hot and humid. It's *spring / summer.*
2. It's snowing. It's *winter / spring.*
3. It's windy and cloudy. It's *summer / autumn.*
4. It's cool and it's raining. It's *winter / spring.*

| Exercise 2

Write down the weather conditions under the picture

snow / sun / rain / fog / lightning / wind / cloud

____________________ ____________________ ____________________

e
____________________ ____________________

f
____________________ ____________________

| Exercise 3

Try to guess what each word is. The first and last letters of each word have been given

1. s _ _ _ _ y
2. r _ _ _ y
3. s _ _ _ y
4. w _ _ m
5. s _ _ _ y
6. c _ _ _ _ y
7. s_ _ w
8. f _ _ _ y
9. c _ _ d
10. w _ _ _ y
11. h _ _ _ d
12. c _ _ l

UNIDADE 10

10.1 THE VERB CAN

Objectivos

Esta unidade tem por objectivo dar a compreender o verbo CAN no contexto das capacidades de cada pessoa e pretende também focar o vocabulário relativo aos animais.

| Tópicos

- THE VERB CAN WITH ABILITIES;
- ANIMALS

THE VERB CAN

| Tópicos

10.1.1 Compreender o verbo CAN com capacidades

10.1.2 Exercícios de consolidação

10.1.1 COMPREENDER O VERBO CAN COM CAPACIDADES

I can swim.	**Sei (consigo/ posso)** nadar.
Can you swim very well?	**Sabes (consegues / podes) nadar** muito bem?
Yes, I can.	Sim, **sei (consigo / posso).**
You can swim.	**Sabes (consegues / podes)** nadar.
Can I swim very well?	**Sei (consigo / posso) nadar** muito bem?
Yes, you can.	Sim, **sabes (consegues / podes).**
She can swim.	(Ela) **Sabe (consegue / pode)** nadar.
Can she swim very well?	Ela **sabe (consegue / pode) nadar** muito bem?
Yes, she can.	Sim, (ela) **sabe (consegue / pode).**

Can he swim very well? **No, he can't. He can't swim.**	Ele **sabe (consegue / pode) nadar** muito bem? Não, (ele) **não sabe (consegue / pode)**. (Ele) **não sabe (consegue / pode)** nadar.
Can we swim very well? **No, we can't. We can't swim.**	**Sabemos (conseguimos / podemos) nadar** muito bem? Não, **não sabemos (conseguimos / podemos)**. **Não sabemos (conseguimos / podemos)** nadar.
Can they swim very well? **No, they can't. They can't swim.**	(Eles/as) **Sabem (conseguem / podem) nadar** muito bem? Não, (eles/as) **não sabem (conseguem / podem)** nadar.

A SUA ATENÇÃO, POR FAVOR:

Em inglês, existe um grupo de verbos MODAIS – muito utilizados na linguagem corrente – com o significado de poder, dever, querer. Estes verbos possuem geralmente apenas o presente e o passado e apresentam algumas características comuns:

1. O infinito NUNCA é precedido de TO como nos verbos comuns (to go, to read, to play, etc).
2. Nas formas negativa e interrogativa comportam-se como o verbo auxiliar to be.
3. Não usam o s na terceira pessoa do singular presente (he, she, it).
4. São sempre seguidos de um VERBO NO INFINITO SEM TO.

O VERBO MODAL A QUE NOS DEDICAMOS AQUI É CAN. VEJAMOS:

CAN significa poder, ser capaz de, saber (ter capacidade física ou conhecimento suficiente para fazer algo). Utiliza-se tanto para a forma afirmativa como para a interrogativa e SEM auxiliares:

He CAN play tennis

(Pode jogar ténis.; É capaz de jogar ténis; Sabe jogar ténis).

CAN he play tennis?

Pode jogar ténis?; É capaz de jogar ténis?; Sabe jogar ténis?).

CAN'T é a forma contraída ou reduzida de CANNOT (nunca se escreve separado):

He CAN'T play tennis = He CANNOT play tennis

(Não pode jogar ténis; Não é capaz de jogar ténis; Não sabe jogar ténis).

COLOQUIALMENTE, SÃO MUITO UTILIZADAS AS FORMAS CURTAS:

Yes, she CAN

(Sim, pode fazê-lo; Sim, é capaz de fazê-lo; Sim, sabe fazê-lo)

No, she CAN'T

(Não, não pode fazê-lo; Não, não é capaz de fazê-lo; Não, não sabe fazê-lo)

CAN – CAN'T Escute atentamente a pronúncia de CAN e CAN'T. Repita em simultâneo.

I can play the piano, but I can't sing very well.

Dado que o t final de CAN'T não se pronuncia com força, é possível que por vezes se confunda com CAN. Repetir a audição do áudio ajudará a perceber a subtil diferença. Como regra geral, a pronúncia de CAN'T nunca se reduz, enquanto que a de CAN costuma reduzir-se em frases completas, mas não em respostas curtas. Preste atenção:

I can swim Can I swim? Yes, I can I can

10.1.2 EXERCÍCIOS DE CONSOLIDAÇÃO

 | Exercise 1

Preencha os espaços em branco com can ou can't

Helen: It's really hot. Let's go to the pool.
Mark: OK, but I _______ swim very well.
Helen: Well, I________, either. I ________ only swim ten laps.
Mark: Ten laps? I ________ even swim across the pool!!
Helen: But I ________ dive at all. _______ you dive?
Mark: Well, yes, I _________. In fact, I _________ dive quite well.
Helen: So, let's go. I ________ teach you how to swim, and you ________ teach me how to dive.

| Exercise 2

Write the phrases in brackets in their correct forms into the gaps.

1. Tomorrow we __________ swimming, today we can't. (can/to go)
2. Maybe the Smiths ____________ a new house next year. (can/to build)
3. If you try hard, you ____________ your examinations. (can/to pass)
4. I _____________. (not/can/to swim)
5. He is so busy, he ______________ a letter to me. (not/can/to write)
6. For three weeks I ______________ to him on the phone. (not/can/to speak)
7. Dennis ______________ the trumpet after four months. (can/to play)
8. Next year we ______________ a new car. (can/to look for)

10.2 ANIMAL VOCABULARY

ANIMAL VOCABULARY

| Tópicos

10.2.1 COMPREENDER O VOCABULARIO ACERCA DOS ANIMAIS

mamífero	**mammal**	*mámal*
cachorro	**puppy**	*pápi*
cria (tigre, leão, urso)	**cub**	*kab*
medusa	**jellyfish**	*yélifish*
águia	**eagle**	*í:gl*
alce	**elk**	*élk*
antílope	**antelope**	*ánteloup*
aranha	**spider**	*spáider*
esquilo	**squirrel**	*skuírel*
avestruz	**ostrich**	*óstrich*
boi, bois	**ox, oxen**	*oks, oksen*
búfalo	**buffalo**	*báfalou*
coruja	**owl**	*óul*
abutre	**vulture**	*vólcher*
burro, asno	**donkey**	*dánki*
cavalo	**horse**	*jors*
cabra / bode	**goat**	*góut*
jacaré	**alligator**	*aliguéitor*
camaleão	**chameleon**	*chamílion*
camelo	**camel**	*kámel*
canário	**canary**	*kanári*
canguru	**kangaroo**	*kangarú:*
zebra	**zebra**	*sí:bra*

porco	**pig**	*píg*
veado	**deer**	*dí:r*
cegonha	**stork**	*stórk*
cisne	**swan**	*suán*
crocodilo	**crocodile**	*krokodáil*
codorniz	**quail**	*kuéil*
colibri	**humming bird**	*jámin bérd*
coelho	**rabbit**	*rábit*
corvo	**crow, raven**	*kráu, réivn*
chimpanzé	**chimpanzee, chimp**	*chímpansí:, chímp*
golfinho	**dolphin**	*dólfin*
dromedário	**dromedary**	*dromedári*
elefante	**elephant**	*élefant*
faisão	**pheasant**	*fésant*
flamingo	**flamingo**	*flamíngou*
galo; galinha	**rooster (cock); hen**	*rú:ster (kok), hen*
ganso	**goose**	*gu:s*
gato	**cat**	*kat*
gaivota	**sea gull**	*sí: gál*
andorinha	**swallow**	*suólou*
gorila	**gorilla**	*go:ríla*
pardal	**sparrow**	*spárou*
falcão	**hawk**	*jó:k*
javali	**boar**	*bóar*
lagarto	**lizard**	*lísard*
leão, leoa	**lion; lioness**	*láion, laionés*
leopardo	**leopard**	*lépard*
lobo	**wolf**	*uólf*
foca	**seal**	*síl*
papagaio	**parrot**	*párot*
macaco	**monkey**	*mánki*
mula	**mule**	*miúl*
morcego	**bat**	*bat*
lontra	**otter**	*óter*
papa-formigas	**anteater**	*ant-íter*
urso panda	**panda bear**	*pánda béar*

urso polar	**polar bear**	*póular béar*
ovelha	**sheep**	*shí:p*
pica-pau	**woodpecker**	*udpéker*
pomba; pombo	**dove, pigeon**	*dáv, píyon*
pato	**duck**	*dák*
perú	**turkey**	*térki*
pavão	**peacock**	*píkok*
pelicano	**pelican**	*pélikan*
periquito	**parakeet**	*páraki:t*
cão	**dog**	*dóg*
peixe	**fish**	*fish*
pinguim	**penguin**	*péngüin*
pinto, frango	**chick, chicken**	*chík, chíken*
potro	**foal**	*fóul*
porco-espinho	**hedgehog**	*jédchjog*
puma	**puma**	*piúma*
rã	**frog**	*fróg*
rato, ratos	**mouse, mice**	*máus, máis*
rena	**reindeer**	*réin-dí:r*
rinoceronte	**rhino, rhinoceros**	*ráinou, rainóuseros*
sapo	**toad**	*tóud*
texugo	**badger**	*bádyer*
tigre	**tiger**	*táiguer*
tartaruga	**turtle**	*tártl*
truta	**trout**	*tráut*
vaca	**cow**	*káu*
cobra	**snake**	*snéik*
raposa (macho/fêmea)	**fox, vixen**	*foksd, víksn*

10.2.2 EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Write down the name of the animal

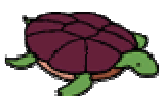
Example:

Cat

1. ____________________

2. ____________________

3. ____________________

4. ______________________

5. _______________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

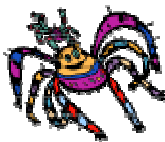
11. ____________________

12. ____________________

13. ____________________

14. ____________________

15. ____________________

16. ____________________

17. ____________________

18. ____________________

19. ____________________

| Exercise 2

Write down the animal given in italics at the right description

bees butterflies condor crocodiles dogs elephant fish fly giraffe horse insects kangaroos lion mouse predators scavenger snails snakes whales zebra

1. The ____________ is the biggest earth-born animal living in Africa and India.
2. ____________ are the most devoted friends of people.
3. Australia is famous for its _______________
4. Do you know that the _______________ is called the king of animals?
5. A ________________ is a large animal that used to serve man but nowadays it is kept as a pet.
6. Spiders eat ___________________
7. Tom is a cat and Jerry is a ______________________
8. Beware of poisonous ___________________ in Australia.
9. Bite of tsetse ______________ transmits sleeping sickness.
10. _______________ are one of the most beautiful insects with broad colourful wings.
11. A ________________ looks like a horse with black and white stripes on its back.
12. The ________________ is an animal with the longest neck.
13. The _________________ is one of the largest flying birds.
14. _________________ are the biggest mammals in the world.
15. We like honey produced by ___________________
16. The river Nile is famous for its predators the ________________
17. _________________ eat other animals.
18. A __________________ feeds on refuse and other decaying organic matter.
19. _________________ -ing is the hobby of many people but you need water and a lot of patience.
20. ____________ are the most famous animals that carry their houses on their backs.

UNIDADE 11

Objectivos

Esta unidade tem por objectivo dar a conhecer o vocabulário relativo a roupa e também abordar os adjectivos e os advérbios.

| Tópicos

- CLOTHES;
- ADJECTIVES AND ADVERBS.

11.1.CLOTHES

| Tópicos

11.1.1. Compreender o vocabulário relativo a roupa
11.1.2. Exercícios de consolidação

11.1.1. COMPREENDER O VOCABULÁRIO RELATIVO À ROUPA

CLOTHES

The suit is grey

O fato é cinzento

The blouse is white

A blusa é branca

The skirt is dark green

A saia é verde escura

The dress is pink

O vestido é rosa

The trousers are light brown

As calças são castanhas claras

The shirt
is light blue

A camisa
é azul clara

The tie
is orange

A gravata
é laranja

The coat
is beige

O casaco
é bege

The shorts
are white

Os calções
são brancos

The running shoes
are purple

As sapatilhas
são violetas

The hat
is black

O chapéu
é preto

The boots
are green

As botas
são verdes

The scarf
is yellow

O cachecol
é amarelo

The T-shirt
is red

A T-Shirt
é vermelha

The shoes
are grey

Os sapatos
são cinzentos

blue jeans

calças de
ganga

bathing suit

fato de banho

pajamas

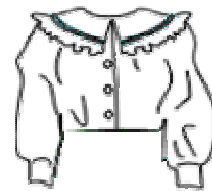
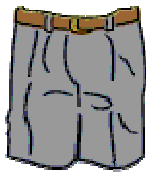
pijama

11.1.2. EXERCÍCIOS DE CONSOLIDAÇÃO

 | Exercise 1

Write the name of the clothes under the pictures.

1. ____________ 2.____________ 3.____________ 4.____________

5. 6. ______________ 7. ____________

8.__________ 9. ____________ 10. _____________

11.____________ 12. ______________ 13.______________

11.2. ADJECTIVES AND ADVERBS

11.2.1. COMPREENDER OS ADJECTIVOS E ADVÉRBIOS

| Tópicos

ADJECTIVES / ADJECTIVOS

BE + ADJECTIVE	**SER + ADJECTIVO**
A lawyer's salary **is high.** A police officer's job **is dangerous.**	O salário de um advogado **é elevado**. O trabalho de um agente da polícia **é perigoso**.
ADJECTIVE + NOUN	**ADJECTIVO + SUBSTANTIVO**
A lawyer has **a high salary.** A police officer has **a dangerous job.**	Um advogado tem **um salário elevado**. Um agente da polícia tem **um trabalho perigoso**.

Alguns exemplos de opostos:

OPPOSITES		OPOSTOS ou CONTRÁRIOS	
high	**low**	alto, elevado	baixo
safe	**dangerous**	seguro	perigoso
interesting	**boring**	interessante	aborrecido
pleasant	**unpleasant**	agradável	desagradável
easy	**difficult**	fácil	difícil
relaxing	**stressful**	tranquilo	stressante

ADVERBS OF MANNER / ADVÉRBIOS DE MODO

1.
Os advérbios de modo formam-se juntando um sufixo a um adjectivo, substantivo, ou advérbio de direcção:

(adjectivo) + LY

beautifully lindamente, maravilhosamente

carefully cuidadosamente

easily facilmente

quickly depressa, rapidamente

slowly lentamente, vagarosamente

2.
Outros advérbios de modo formam-se combinando adjectivos terminados em -ly com way, manner ou fashion:

(adjectivo terminado em -ly) + WAY/MANNER/FASHION
She spoke in a motherly way. Ela falou de um modo maternal.
He spoke in a friendly manner. Ele falou de um modo amigável.
They walked in an orderly fashion. Eles caminharam de uma forma ordeira.
Mais exemplos de adjectivos terminados em -ly: brotherly, elderly, fatherly, lively, lonely, lovely, silly, ugly.

3.
Existem advérbios de modo com significado e forma iguais aos seus adjectivos correspondentes:
ADJECTIVE = ADVERB

He works fast. Ele trabalha depressa.
He works hard (1). Ele trabalha arduamente.
He came last (1). Ele chegou em último lugar.
(1) hardly e lastly também existem como advérbios, mas têm significados diferentes:
Ex. I hardly know her. (Eu mal a conheço.)
Ex. Lastly, she is a liar. (Finalmente, ela é uma mentirosa.)

Estes e outros advérbios são considerados irregulares = Irregular adverbs

adjective	adverb
good	well
fast	fast
hard	hard
late	late
early	early
daily	daily

4.
Posição dos advérbios de modo:

(verbo) + ADVERB

He walks quickly. Ele anda depressa.
She drives carefully. Ela guia cuidadosamente.
They sing beautifully. Eles cantam lindamente.

(verbo + complemento) + ADVERB

She read the letter quickly. Ela leu apressadamente a carta.
He left the room furiously. Ele saiu furiosamente da sala.
She speaks English fluently. Ela fala fluentemente inglês.
NOTA: Em inglês, não se deve colocar o advérbio entre o verbo e o complemento.

(sujeito) + ADVERB (2) + (verbo)

I quickly wrote the letter. Escrevi apressadamente a carta.
I furiously slammed the door. Fechei furiosamente a porta.
I carefully checked the wires. Verifiquei cuidadosamente os fios.
(2) Advérbio de uma única palavra. Para realçar o sujeito do verbo.

No início da frase para dramatização

Suddenly, everybody started screaming. De repente, toda a gente começou a gritar.
Silently, the soldier crept behind the enemy lines. Silenciosamente, o soldado rastejou atrás das linhas inimigas.

FREQUENCY ADVERBS / ADVÉRBIOS DE FREQUÊNCIA

I always have breakfast. **I usually have breakfast.** **I often have breakfast.** **I sometimes have breakfast.** **I seldom have breakfast.** **I never have breakfast.**	Tomo **sempre** o pequeno-almoço. **Habitualmente (geralmente)** tomo o pequeno-almoço. **Muitas vezes (frequentemente)** tomo o pequeno-almoço. **Por vezes** tomo o pequeno-almoço. **Raras vezes** tomo o pequeno-almoço. **Nunca** tomo o pequeno-almoço.
Do you usually have tea? **Do you ever have tea?**	Tomas chá **habitualmente** (**geralmente**)? Tomas chá **alguma vez**?
I don't usually have tea. **I don't often have tea.** **I don't ever have tea.**	**Geralmente** não tomo chá. Não tomo chá **muitas vezes** (**frequentemente**). **Nunca** tomo chá.

COLOCAÇÃO DOS ADVÉRBIOS DE FREQUÊNCIA:

Existem DUAS REGRAS BÁSICAS para colocá-los numa frase.

1. Se a frase levar o verbo "TO BE" (am, is, are) o advérbio de frequência coloca-se **APÓS O VERBO.**

Exemplos:

I'm USUALLY in a hurry (*Normalmente tenho pressa*);

He's NEVER at home (*Ele nunca está em casa*);

We are OFTEN at school (*Estamos frequentemente na escola*).

Se a frase for negativa, o advérbio de frequência coloca-se **APÓS a partícula *not* ou contracção negativa (*isn't, aren't*).**

Ex: **I'm not USUALLY in a hurry** (*Normalmente não tenho pressa*).

2. Se a frase levar QUALQUER OUTRO VERBO (play, have, watch, etc.) o advérbio de frequência coloca-se **ANTES DO VERBO.**

Exemplos:

They USUALLY have dinner at 8:00 (*Eles jantam habitualmente às oito*);

I NEVER play tennis on Saturdays (*Nunca jogo ténis aos Sábados*);

She OFTEN goes to the movies (*Ela vai frequentemente ao cinema*).

11.2.2. EXERCÍCIOS DE CONSOLIDAÇÃO

| Exercise 1

Choose the correct option

a) This exercise is ____________
a. easily b. easy

b) This is a ______________ book
a. good b. well

c) Snakes can move __________
a. fast b. fastly

d) Mice are ___________
a. quietly b. quiet

e) He's speaking ____________
a. quiet b. quietly

f) My father is ____________
a. bravely b. brave

g) You can't see spiders ___________
a. easily b. easy

h) I can speak English ___________
a. good b. well

| Exercise 2

Adjectives Opposites – matching quiz

a) Cheap	Closed
b) Easy	Low
c) Near	Expensive
d) New	Warm
e) Open	Difficult
f) Cold	Far
g) High	Old

| Exercise 3

Choose the correct answer

1. He's a ___ driver.
   a. dangerous
   b. dangerously

2. She's a ___ driver, I think.
   a. careful
   b. carefully

3. She's a ___ speller.
   a. bad
   b. badly

4. ___ the wind changed directions.
   a. Sudden
   b. Suddenly

5. Please try to be more ___.
   a. careful
   b. carefully

6. He walks so ___ in those boots.
   a. heavy
   b. heavily

7. She plays the piano ___.
   a. perfect
   b. perfectly

8. He is a ___ talker, but he never listens.
   a. quick
   b. quickly

9. She writes very ___.
   a. bad
   b. badly

10. There was a ___ noise last night. Did you hear it?
    a. loud
    b. loudly

| Exercise 4

Rewrite the sentence putting the adverb given in brackets into its proper position.

Example: He plays on the computer. (always)
Answer: He always plays on the computer.

1. He listens to the radio. (often)

____

2. They read a book. (sometimes)

____

3. Pete gets angry. (never)

____

4. Tom is very friendly. (usually)

____

5. I take sugar in my coffee. (sometimes)

____

6. Ramon is hungry. (often)

____

7. My grandmother goes for a walk in the evening. (always)

____

8. Walter helps his father in the kitchen. (usually)

____

9. They watch TV in the afternoon. (never)

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10. Christine smokes after dinner. (seldom)

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